ED 329 645 AA 001 211

Resources in Education (RIE). Volume 26, Number 8.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Aug 91
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reference Materials - Bibliographies (131), Collected Works - Serials (022)
DESCRIPTORS - *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS - *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 329 646 CE 055 273

A Michigan Employability Profile. Report to the Governor's Commission on Jobs and Economic Development. Employability Skills Task Force Progress Report.
Michigan Governor's Commission on Jobs and Economic Development, Lansing.
PUB DATE - Oct 89
NOTE - 56p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Adult Education; Demand Occupations; Economic Development; *Education Work Relationship; Employer Attitudes; *Employment Potential; Employment Qualifications; *Job Skills; Labor Force Development; Postsecondary Education; *Profiles; Secondary Education; Skill Obsolescence; Statewide Planning; Vocational Education
IDENTIFIERS - *Michigan

To provide a common frame of reference, the Michigan Employability Skills Task Force created a working construct of employability skill categories. The draft framework extended beyond academic competence to include interpersonal, group, and adaptability skills. After task force discussions, the initial five skill categories were compressed into three: academic, personal management, and teamwork. Policy recommendations were made regarding establishment of a forum among education, government, and business to translate the employability skills profile into

ED 329 664 CE 057 045

Bomberg, Neil E.
Auditing JTPA. A Report on NACo's Survey of Job Training Partnership Act Programs To Determine the Extent to which Local Job Training Programs Are Being Audited.
National Association of Counties, Washington, DC.
PUB DATE - Nov 90
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Accountability; Adult Vocational Education; *Audits (Verification); *Compliance (Legal); *Employment Programs; Federal Legislation; Federal Programs; Job Training; National Surveys; Postsecondary Education; Program Administration; Secondary Education; State Programs; Vocational Education
IDENTIFIERS - *Job Training Partnership Act 1982; *Service Delivery Areas

The National Association of Counties (NACo) conducted a mail survey of service delivery areas (SDAs) to disprove allegations that 40 percent of them had not been audited since the start of the Job Training Partnership Act (JTPA) in 1983. A questionnaire was developed and mailed to every third SDA on a list of all SDAs. Of 244 SDAs, 235 or 96 percent responded. All responding SDAs indicated they had been audited. Nearly all (92 percent) had been audited within the past 24 months. Eighty-nine percent indicated they were audited once each year; 91 percent indicated they were subject to the Single Audit Act. Data showed that 54 percent of the SDAs subject to a single audit were part of a larger city-, county-, or statewide audit, which could indicate that in a single audit procedure, SDAs that were part of larger audits would be "rolled into" the larger audit and be reported as part of the larger audit. Data also suggested that when an SDA had greater control over its audit, the scope of the audit was likely to be more inclusive than when the audit was part of one for larger governmental units. More than half of all SDAs that were subject to A-110 audits seemed inclined to ensure that their SDAs were also in conformance with the Single Audit Act. (The survey instrument is attached.) (YLB)

ED 329 665 CE 057 047

Marketing and Distributive Education National Research Conference Report (Athens, Georgia, March 16-18, 1984).
Alabama Univ., University.; Auburn Univ., Ala.; Georgia Univ., Athens.
PUB DATE - 84
NOTE - 166p.; For related proceedings, see CE 057 048-052. Document contains light type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Academic Ability; Academic Achievement; Adult Education; Articulation (Education); *Business Education; Career Development; Cognitive Style; Comparative Analysis; *Computer Literacy; Computer Uses in Education; *Distributive Education; Distributive Education Teachers; *Economics; Educational Research; Educational Television; Higher Education; Job Training; *Marketing; Microcomputers; Postsecondary Education; Program Effectiveness; Research Reports; Secondary Education; Special Needs Students; Student Organizations; Student Participation; *Teacher Education
IDENTIFIERS - Distributive Education Clubs of America; Missouri

ED 329 682 CE 057 082

Stasz, Cathleen; And Others
Teaching and Learning Generic Skills for the Workplace.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 81p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Academic Education; Adjustment (to Environment); *Basic Skills; *Classroom Environment; Classroom Observation Techniques; Cognitive Processes; Curriculum Development; Educational Policy; Educational Research; High Schools; Industry; Job Skills; Participative Decision Making; *Problem Solving; *Self Motivation; Student Centered Curriculum; *Teacher Expectations of Students; Teaching Methods; Technology; *Thinking Skills; Vocational Education
IDENTIFIERS - *Generic Skills

Instruction should emphasize generic skills as much as it does occupational or domain-specific skills. Generic skills enable people to: (1) cooperate and communicate for group problem solving; (2) identify and define problems in complex environments; (3) seek, acquire, and synthesize new information; and (4) adapt to changes in the problem-solving environment. To teach these skills, schools must formulate clear educational policies and practices. This is difficult because the term is not clearly defined in the academic literature or in research. This prevents educators from examining several important questions: What generic skills are needed? Are they being taught? Can these skills be taught? and How can schools be structured to develop these skills? A field study collected observational data from four vocational education programs that claim to develop generic skills through their curriculum, and an intensive case study of one class was conducted. The study found that: (1) teachers taught problem-solving skills, often embedded in cooperative working arrangements; (2) project-centered course design and a nontraditional classroom environment supported teaching of dispositions; and (3) student-centered instruction meant that teachers had high expectations for students that extended beyond the classroom. Findings have implications for research on generic skills, for educating diverse student populations, and for reforms advocating the integration of academic and vocational education. (Included in this report are 2 tables, a matrix summarizing selected literature, and a 92-item bibliography.) (NLA)

ED 329 683 CE 057 083

Lee, Howard D.
Instructional Supervision. VTAE Workshop 90 (Wisconsin Rapids, Wisconsin, March 5-7, 1990). Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY - Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE - Jun 90
NOTE - 139p.; Pages 54-55 and 84-93 contain broken print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Test, Questionnaires, Evaluation Instruments (160)

ED 329 701 CE 057 111

Perrin, Burt
Literacy Counts = L'importance de l'alphabetisation.
National Literacy Secretariat, Ottawa (Ontario).
PUB DATE - Sep 90
NOTE - 35p.
LANGUAGE - English; French
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120),
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Basic Skills; Costs; Demography; Foreign Countries; French; *Illiteracy; *Literacy Education; Quality of Life; Social Problems
IDENTIFIERS - *Canada

The cost of illiteracy to Canadian society has been estimated at $10 billion per year, the cost to business at $4 billion. In addition, there are human and social costs upon which it is impossible to place a dollar value. Human costs are stress and low self-esteem, worse health, lower income, and inability to participate fully in social and cultural life. Costs to business include expenses associated with lost productivity, literacy-related accidents and safety costs, and the costs of basic remedial training provided by employers. Due to the need for higher skill levels, Canada's future economic competitiveness is at stake. Nearly one of three high school students fails to complete school; 18 percent of Canadian adults have not completed more than an eighth-grade education. The reading skills of almost 7 million adults--mainly ordinary Canadians who were born in Canada--are too limited to allow them consistently to meet everyday reading demands. Individuals can do much to promote literacy: read to children; encourage teens to stay in school; encourage high quality education; and volunteer to help others learn to read. The importance of literacy is increasingly being recognized, with community groups, business, labor, and governments taking more action to promote literacy and numeracy skills. (YLB)

ED 329 702 CE 057 112

Miller, Louise
Illiteracy and Human Rights = L'analphabetisme et les droits de la personne.
National Literacy Secretariat, Ottawa (Ontario).
PUB DATE - Sep 90
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120),
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Basic Skills; Citizen Participation; Citizenship Responsibility; *Costs; Equal Opportunities (Jobs); Foreign Countries; French; Government Role; *Illiteracy; Literacy Education; *Social Problems
IDENTIFIERS - *Canada

To meet new needs, society has raised its requirements with respect to basic education and redefined illiteracy. A 1989 survey found that 38 percent of the Canadian adult population have reading problems. Illiteracy is a social problem involving the entire community. The social cost is counted by the millions prevented from exercising their rights to the fullest extent. Case histories translate the problem into concrete terms. A young mother is attending a community literacy group so her daughter will not be

ED 329 721 CE 057 186

Batten, Sharalyn L.; Feldt, Glenda D.
Model Middle School Program for Consumer and Homemaking Education. Curriculum Project. Final Report.
Norfolk Public Schools, Va.
SPONS. AGENCY - Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE - 30 May 89
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Advisory Committees; Career Exploration; Consumer Education; *Curriculum Development; *Home Economics; *Instructional Materials; Intermediate Grades; Junior High Schools; Learning Activities; *Material Development; *Middle Schools; Models; Program Effectiveness; *Program Implementation
IDENTIFIERS - Future Homemakers of America; *Norfolk City Schools VA

The Norfolk, Virginia, Public Schools developed and implemented an innovative consumer and homemaking program for grades 6-8 based on the developmental characteristics of middle school children. This project was conducted under the Carl D. Perkins Vocational Education Act, Public Law 98-524. A committee of middle school teachers developed the model curriculum in conjunction with a curriculum specialist and an advisory committee. The new curriculum includes basic skills training, career education skills, computer skills, elimination of sex bias and stereotyping, incorporation of the needs of latchkey children, elements of family life education, standards of learning for grades 6-8, and leadership skills through membership in Future Homemakers of America (FHA). The curriculum was implemented in the 1989-90 school year with 9-week exploratory programs for sixth graders and 18-week courses for seventh and eighth graders. An FHA project developed by a student in the program won a first place ribbon. Pre- and post-evaluation surveys showed that students improved in knowledge of home economics exploration content areas and basic skills. The study concluded that the curriculum developed is a hands-on-activity package that includes all the elements specified in the project proposal. (KC)

ED 329 722 CE 057 197

GRADS. Home Economics Education.
Norfolk Public Schools, Va.
SPONS. AGENCY - Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE - Aug 89
NOTE - 44p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Adolescents; Competency Based Education; Employed Parents; Employment Potential; *Home Economics; Job Skills; Money Management; Mothers; Nutrition Instruction; *Pregnant Students; Secondary Education; *Self Concept; Time Management; Unwed Mothers; Work Attitudes
IDENTIFIERS - Norfolk City Schools VA

Teenage pregnancy is a nationwide problem that continues to increase in epidemic proportions. GRADS (Graduation, Reality, and Dual-Role Skills) offers a home economics program as well as employability training to adolescent mothers in Norfolk (Virginia) Public

ED 329 741 CE 057 239

Massuda, Rachel
Industry to Education Technical Transfer Program & Composite Materials. Composite Materials Course. Fabrication I Course. Fabrication II Course. Composite Materials Testing Course. Final Report.
Delaware County Community Coll., Media, Pa.
SPONS. AGENCY - Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE - 30 Sep 89
NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Associate Degrees; Behavioral Objectives; Community Colleges; *Course Content; Course Descriptions; *Curriculum Development; Industrial Education; *Manufacturing; Manufacturing Industry; *Plastics; Polymers; Program Development; *Technical Education; Two Year Colleges
IDENTIFIERS - *Composite Materials; *Materials Testing

These four reports provide details of projects to design and implement courses to be offered as requirements for the associate degree program in composites and reinforced plastics technology. The reports describe project activities that led to development of curricula for four courses: composite materials, composite materials fabrication I, composite materials fabrication II, and composite materials testing. These types of activities are discussed: analysis of the existing program; contacts with individuals and businesses in the field; literature review; consultations with professional organizations; visits to businesses; attendance at seminars; and student recruitment. Attachments to each report include minutes of the Composites Advisory Committee meeting; the Delaware County Community College Composites and Reinforced Plastics Technology curriculum; and the following course materials: course objectives and course outline; course syllabus; a list of all equipment acquired for the course; a bibliography that includes books, periodicals, videos, slides, and software acquired by the project; a list of professional societies of which the college is a member; and an announcement of a symposium offered by the project. (YLB)

ED 329 742 CE 057 255

Lininger, Carol
Passenger Transportation and Travel Curriculum Guide. Final Report.
Parkway West Area Vocational-Technical School, Oakdale, PA.
SPONS. AGENCY - Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE - 30 Jun 89
NOTE - 310p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Air Transportation; Behavioral Objectives; Competency Based Education; Curriculum Guides; Entrepreneurship; High Schools; *Hospitality Occupations; Hotels; Job Search Methods; Job Skills; Recreation; *Tourism; *Travel; Vacations; Vocational Education

This curriculum guide provides materials for a course in passenger transportation and travel. The four-credit, competency-based program provides students with skills necessary to obtain

ED 329 759 CE 057 328

Baldwin, Janet
Schooling, Study, and Academic Goals: The Education of GED Candidates. GED Profiles: Adults in Transition, No. 2.
American Council on Education, Washington, DC. GED Testing Service.
PUB DATE - Jan 91
NOTE - 9p.; For a related document, see CE 057 327.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Collected Works - Serials (022)
DESCRIPTORS - Adult Education; *Adults; Blacks; Comparative Analysis; Dropout Characteristics; *Educational Background; Educational Certificates; Equivalency Tests; Ethnic Groups; Females; *High School Equivalency Programs; *Individual Characteristics; Males; Minority Groups; Motivation; *Participant Characteristics; *Student Educational Objectives
IDENTIFIERS - *General Educational Development Tests

A fall 1989 nationwide survey of General Educational Development (GED) Tests candidates examined schooling experiences, study patterns, and educational plans. Findings indicated the GED Tests attracted more young adults than older adults, more older women than older men, and equal numbers of young adult men and women. Seven percent of candidates, or an estimated 43,000, reported they had a disability. The most prevalent disabilities reported were health impairments including arthritis, diabetes, or other chronic illnesses; specific learning disabilities; and orthopedic handicaps. Nearly 7 of 10 candidates had completed 10th grade or higher. More than three of four reported earning in-school grades of "mostly C" or better. Candidates aged 18 to 24 reported higher levels of schooling than other age groups. Female, older, and minority candidates were more likely to report earning in-school grades of "mostly C" or better. Most candidates (84 percent) studied before taking the GED Tests. Women and older candidates were more likely to study. Most important reasons for taking the GED Tests were academic, employment, and personal. More candidates planned to enroll in community or junior colleges than in any other type of educational institution. (11 references) (YLB)

ED 329 760 CE 057 329

Repetto, Jeanne
Issues in Urban Vocational Education for Special Populations. TASPP Brief. Volume 2, Number 4.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 5p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Collected Works - Serials (022)
DESCRIPTORS - Cooperative Programs; Coordination; Demonstration Programs; Dropouts; Economically Disadvantaged; *Educational Change; Educationally Disadvantaged; High Risk Students; Program Descriptions; Program Development; *Program Effectiveness; Secondary Education; *Special Needs Students; Unemployment; *Urban Education; Urban Schools; *Vocational Education; Youth Employment

Families in urban areas struggle with drug abuse, poverty, increasing housing costs, and lack of affordable child care. The challenges confronting urban schools include a higher dropout

ED 329 779 CE 057 367

Literacy Training for the Homeless: Guidelines for Effective Programs.
New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.
PUB DATE - 90
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Adult Basic Education; Adult Education; Basic Skills; *Homeless People; *Intergenerational Programs; Language Skills; *Literacy Education; Program Development; Program Guides; School Holding Power; Student Recruitment

This guidebook is based on telephone interviews, conducted in April and May 1989, with the staff of 19 homeless shelters in California, Delaware, Massachusetts, Minnesota, Missouri, New Jersey, New York, Oklahoma, Texas, and Tennessee, site visits at eight New York State shelter programs, and a review of the research on literacy training for homeless adults. The purpose of this guidebook is to relay other practitioners' experiences so that the new program administrator can provide successful literacy training programs for homeless adults. There are many variables in each setting. Some shelters provide training on site; others refer clients to literacy providers. Some shelters are urban; others are rural. Some shelters serve families; others serve men, women, or single parent families. The following sections are included: (1) program structures and resources, including program structure, administration, planning, support services, instruction, and learning technology; (2) recruitment and retention, focusing on what is needed to encourage homeless learners to participate and persevere in literacy training; (3) program content, building on research findings to develop curriculum guidelines for homeless low-literate students; (4) evaluating program outcomes by assessing program accomplishments, their strengths, and weaknesses, with a sample evaluation tool; (5) three sample lesson plans; and (6) a selected bibliography of 33 readings. The three sample lesson plans are on job advertisements, language and literacy skills, and intergenerational reading. (NLA)

ED 329 780 CE 057 368

McCart, Linda
A Governor's Guide to the Family Support Act: Challenges and Opportunities.
National Governors' Association, Washington, DC. Center for Policy Research.
SPONS. AGENCY - Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.
PUB DATE - 90
NOTE - 46p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Change Strategies; Disadvantaged Youth; Dropout Programs; Early Parenthood; Economic Development; Employment Programs; Federal Legislation; High School Equivalency Programs; Intergenerational Programs; Job Training; *Labor Force Development; Literacy; Postsecondary Education; Poverty; Skill

ED 329 797 CE 057 422

Bouton, Richard A.
Develop a Model Program for At-Risk Stucents Linking Vocational Education and Alternatives to Social Promotion for Limited English Proficient (LEP) Students. Final Report. Project Number 99420074.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - 1 Aug 89
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Demonstration Programs; *Dropout Prevention; Dropout Programs; *High Risk Students; High Schools; Inservice Teacher Education; *Limited English Speaking; *Potential Dropouts; Program Development; Program Implementation; *Remedial Programs; Second Language Learning; Student Attitudes; Teacher Attitudes; Teacher Workshops; *Vocational Education; Vocational English (Second Language)
IDENTIFIERS - Corpus Christi Independent School District TX

A model program for Limited English Proficient (LEP) students at risk of dropping out was established through the enhancement of existing programs and classes at Corpus Christi Independent School District. The model combined and coordinated components of vocational education, alternatives to social promotion, English-as-a-Second-Language (ESL) instruction, and academic instruction. Activities included inservice workshops; establishment of a Support Room for teachers, administrators, and LEP students staffed by a teacher of vocational English as a Second Language; and additional support services for students. A handbook and a videotape for administrators and teachers on developing programs for LEP students in vocational education were developed. Students' general school performance, English proficiency, vocational skills, and attitudes were evaluated. Teachers rated the workshops and their own and students' attitudes. Data were obtained for 71 students who were administered the Texas Educational Assessment of Minimum Skills tests and California Achievement Test. Attendance figures showed a slight improvement. Eighty-two percent used the Support Room somewhat or frequently. Teacher ratings of workshops and presenters were higher later in the program, indicating a favorable program impact and more receptive attitudes. In a summative evaluation, teachers and administrators gave high ratings to model components and their implementation, the program's positive impact on students, and program success. (YLB)

ED 329 798 CE 057 423

Bouton, Richard A.
A Model Vocational Education Laboratory Distance Learning System. Final Report. Project Number: 99420007-57.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - 1 Aug 89
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Allied Health Occupations Education; *Clinical Experience; Computer Assisted Instruction; *Distance Education; High Schools; Material Development; Program Development; Program

ED 329 816 CG 023 185

Wilkinson, Gayle A.
Incentive Programs for Middle School Students.
PUB DATE - 88
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Academic Achievement; *Behavior Change; *Incentives; Intermediate Grades; Junior High Schools; *Middle Schools; *Motivation Techniques; Parent School Relationship; Parent Student Relationship; Student Behavior
IDENTIFIERS - *Middle School Students

Planning an incentive program for middle school students requires thoughtful decisions including: (1) determining the specific needs of the students; (2) recognizing the reasonable scope of involvement of students, parents, Parent Teacher Association, and school personnel; (3) clarifying the purposes of the incentive program; and (4) planning future revision or adaptation of the beginning incentive program. This paper presents an overview of motivation and incentives in order to provide a basis for developing a strategy for designing an incentives program. Seventeen progress incentive strategies from Nebraska are briefly explained, and 11 district incentive programs are described. These program are grouped into three classes: incentive programs for modifying student behavior; programs that focus on improving academic achievement; and programs that incorporate both behavioral change and academic achievement. Following the district incentive programs is a section on teacher communication that motivates students. Samples of notes from teachers to students are included and a list of 29 references is provided. (ABL)

ED 329 817 CG 023 186

Elliot, Lisa B.
Experiencing Parental Divorce during College.
PUB DATE - 12 Aug 90
NOTE - 9p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adolescents; *Adult Children; Age Differences; *College Students; Coping; *Divorce; Emotional Response; Higher Education

With increasing divorce rates, many studies have addressed the effect of divorce upon the offspring of divorced and divorcing parents. Most of this research, however, deals exclusively with young children who still reside with a parent. This study examined how divorce affects older offspring, specifically those enrolled in college or graduate school at the time that their parents divorced. The subjects, a sample of seven women and seven men, aged 18-28, each participated in a semi-structured interview which addressed three aspects of the divorce experience: emotional reactions; concerns and worries; and coping strategies. Results indicated that despite their physical distance from home, college students still experienced the divorce in profound ways. Reactions such as anger and relief, and some concerns and coping strategies were similar to those of younger children. However, college students' age, maturity, and ability to assume greater responsibility added new dimensions to the divorce experience.

ED 329 837 CG 023 207

Fetro, Joyce V.
Step by Step to Substance Abuse Prevention. The Planning Guide for School-Based Programs.
PUB DATE - 91
NOTE - 158p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - Community Education; *Crisis Intervention; Curriculum Development; *Drug Use; Elementary School Students; Elementary Secondary Education; Family Counseling; Fund Raising; Health Education; *Identification; Individual Counseling; Inservice Teacher Education; Kindergarten; Preschool Children; *Prevention; *Program Development; Program Evaluation; Referral; Risk; School Health Services; Secondary School Students; *Substance Abuse

This planning guide defines the steps for creating an effective substance use prevention program for kindergarten through grade 12 (K-12). It is written for administrators, health educators, counselors, social workers, and any other professionals involved with planning and implementing school-based programs and services. Chapter 1 summarizes up-to-date research about alcohol, tobacco and other drug problems as well as factors influencing drug use among youth. It explains how this research can be used to plan and implement programs. Chapter 2 offers an overview of prevention, identification, and intervention strategies that can be used in school-based programs. A comprehensive model for making linkages in programs and services is described. Attention is given to the essential area of establishing partnerships among schools and community agencies. Chapter 3 provides a framework that uses a step-by-step planning approach with worksheets for assessing existing services and programs, identifying and prioritizing gaps, and developing program and evaluation activities. Throughout the guide, practical tools in the form of checklists assist readers in actually doing the planning. Visual aids such as figures and tables summarize and highlight key concepts facts and processes. More than half of the document is devoted to appended worksheets, the Youth Risk Behavior Survey, and a description of drug prevention curricula content areas. (LLL)

ED 329 838 CG 023 208

Hubbard, Betty M.
Entering Adulthood: Moving into Fitness. A Curriculum for Grades 9-12. Contemporary Health Series.
SPONS. AGENCY - Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE - 91
NOTE - 100p.; For related documents, see CG 023 209-210.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Aerobics; Body Composition; Body Image; Exercise; Health Education; High Schools; *High School Students; Muscular Strength; Physical Education; *Physical Fitness; *Secondary School Curriculum

This module includes seven lessons designed to help students in grades 9-12 enhance their present and future levels of fitness. It begins with an exploration of the meaning and benefits of fitness. In lesson 1, students complete an inventory to assess their

ED 329 858 CG 023 228

Bohnen, Elizabeth; Klie, Judy
The Bridges Program.
PUB DATE - Jan 91
NOTE - 8p.; Paper presented at the Annual National Consultation on Vocational Counselling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Employed Women; Equal Opportunities (Jobs); Foreign Countries; Job Development; *Job Training; *Justice; Nontraditional Occupations; Organizational Development; Sex Fairness
IDENTIFIERS - *BRIDGES Program ON; Ontario

This report describes BRIDGES, an employment equity special measures training program developed by the City of Toronto (Ontario, Canada). It was designed to help women employees move from their traditional jobs into trades, technical or operation (TTO) jobs within their own organization. The program is a combination of classroom sessions, shop training, and a 3-week work placement. The success of this employment equity initiative is based on the philosophy and practice of empowerment. Using a combination of classroom, shop, and worksite modules, training takes place over 34 days in a 4-month period. Preparatory training is provided in such areas as self-assessment and skill transferability; management of change issues; development of a career change plan; dealing with workplace issues such as sexual harassment; worksite communication; and occupational fitness, health, and safety. Skill-based courses, in-house training, and on-the-job training are also offered. On completion of the course, the BRIDGES participants have the security of returning to their regular position while they apply for TTO jobs or pursue trades, technical, or operations studies. Barriers to change are discussed, followed by quotes from organizations and employees about their experiences with the BRIDGES program. Examples of results achieved through this program are listed, and information is included about resources available to introduce organizations to the program. (LLL)

ED 329 859 CG 023 229

Perlman, Baron; Kellogg, Jean
Master's-Level Clinical Training in Psychology: What Do We Tell the World about What We Do?
PUB DATE - Mar 91
NOTE - 23p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (37th, New Orleans, LA, March 20-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Clinical Experience; *Clinical Psychology; Ethics; Graduate Study; Higher Education; *Masters Programs; Practicum Supervision; Professional Development; Standards

The purpose of this research was to describe what master's-level clinical training programs value and teach. There are two methodologies available in describing these programs. One is a view from the "outside," using data which describe programs. The assumption behind this approach is that a program description reflects the content, faculty training philosophies, and beliefs,

ED 329 878 CG 023 249

Chichin, Eileen R.; Cantor, Marjorie H.
Correlates of Job Satisfaction among Homecare Workers in New York City.

PUB DATE - Nov 90
NOTE - 16p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Attendants; *Home Health Aides; *Household Workers; Income; Interpersonal Relationship; *Job Satisfaction; Quality of Working Life; Self Concept; Stress Variables; Work Environment
IDENTIFIERS - New York (New York)

This study examined a wide variety of issues related to paraprofessional homecare work, including the background of the workforce and a profile of the client population. It specifically investigated the components of homecare work associated with job satisfaction. Interviews were conducted with 306 home attendants and 181 home health aides employed by agencies under contract to the Human Resources Administration in New York City. A variety of standardized scales were used to measure characteristics of the worker, the client and the job, and the nature and extent of job-related strain and job satisfaction. Results indicated that financial remuneration was the most important factor related to job satisfaction among homecare workers. Fringe benefits, particularly health and pension coverage were also found to play an important role. The level of job satisfaction was also significantly related to the characteristics of the job, the workers' sense of self, and the nature of their relationships with clients and family members. Negative effects on satisfaction included harassment by clients or families, lack of equipment, dangerous environmental conditions, and problems with transportation or child care. Lack of overtime for weekend work was also noted, as well as dissatisfaction from excessive work demands. The domain of relationships between workers and clients or family members also had a significant role in job satisfaction. (LLL)

ED 329 879 CG 023 250

Shoenfelt, Elizabeth L.; And Others
The Relative Effectiveness of Training Methods for Attaining Training Objectives: Current Opinion of Training Practitioners.
PUB DATE - 21 Mar 91
NOTE - 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (37th, New Orleans, LA, March 20-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Attitude Change; Case Studies; Comparative Analysis; Computer Assisted Instruction; Discussion; Films; *Instructional Effectiveness; Interpersonal Competence; Knowledge Level; Lecture Method; Participation; Problem Solving; Programed Instruction; Retention (Psychology); Role Playing; Sensitivity Training; Simulation; Television; *Training Methods; Training Objectives

This study replicated the earlier survey efforts of Carroll, Paine, and Ivancevich (1972) and Neider (1981) on the relative effectiveness among practitioners of various training methods for

ED 329 898 CS 010 447

Paratore, Jeanne R.
An Investigation of an Intergenerational Approach to Literacy.
PUB DATE - Nov 90
NOTE - 17p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adult Education; College School Cooperation; Elementary Education; Higher Education; *Intergenerational Programs; *Literacy; Parent Child Relationship; *Parent Participation; Parent Role; Preschool Education; Reading Programs; Reading Skills
IDENTIFIERS - *Emergent Literacy; Literacy Events

A study investigated the impact of an intergenerational approach on: (1) the literacy development and literacy use of adult learners enrolled in an adult basic education program; and (2) the emergent and developing literacy of their children. The project is one of several that have been implemented under the Boston University/Chelsea Public Schools Partnership, in which the Chelsea Public Schools have signed a 10-year contract to be managed by the university. Subjects included 74 families. Four days a week, adults attended literacy classes where they were provided: (1) instruction in reading and responding to literacy materials of adult interest; (2) a selection of books; (3) strategies and ideas for use with their children; and (4) encouragement to share their children's stories and drawings and to discuss literacy events and their importance in their lives and the lives of their children. The impact of the program on parents and their children was assessed. Results suggested that the design of the program met the needs of the learners as indicated by the high attendance rate and low attrition rate. Evidence from three case studies indicated significant change in adults' ability to retell and then summarize what they had read when reading materials typically found in their home/work environment. Self-report data indicated steady and systematic practice of shared literacy in the home setting. With regard to the impact of the project on children's literacy learning, findings confirmed numerous previous investigations which indicated that consistent and frequent exposure to literacy in natural settings leads to the practice of literacy to facilitate play. (Fifteen references are attached.) (MG)

ED 329 899 CS 010 448

Ruddell, Martha Rapp-Haggard
The Year of Silence: An Analysis of High Achieving Readers' Non-Participation in a Reading Response Group.
PUB DATE - Nov 90
NOTE - 19p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Ambiguity; Case Studies; *Group Dynamics; Higher Education; Participation; Participatory Research; *Reader Response; Reading Research; Task Analysis
IDENTIFIERS - Group Attitudes; Reading Motivation

ED 329 918 CS 010 469

Garcia, Georgia Earnest; Pearson, P. David
Literacy Assessment in a Diverse Society. Technical Report No. 525.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 26p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Cultural Context; *Cultural Differences; Elementary Secondary Education; Informal Assessment; *Literacy; Portfolios (Background Materials); *Reading Tests; *Student Evaluation; Teacher Role; *Testing Problems
IDENTIFIERS - Student Centered Assessment

Various formal and informal literacy assessment measures are described and evaluated in this report. Specifically, the extent to which such measures reflect or distort the literacy performance of students from diverse linguistic, cultural, or economic background is noted. Although the report supports a flexible approach to assessment--giving teachers the freedom to situate or contextualize assessment--teachers in particular and educators in general are warned that they need to increase their knowledge base about language, culture, and literacy. The report includes specific recommendations for changes in assessment practices and policies and presents criteria for educators to use in creating and evaluating literacy assessment measures. (Author/RS)

ED 329 919 CS 010 470

Stahl, Steven A.; And Others
Defining the Role of Prior Knowledge and Vocabulary in Reading Comprehension: The Retiring of Number 41. Technical Report No. 526.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Baseball; Context Clues; Grade 10; High Schools; *Prior Learning; Protocol Analysis; *Reader Text Relationship; *Reading Comprehension; Reading Research; Reading Skills; Reading Strategies; *Recall (Psychology); Schemata (Cognition); Vocabulary
IDENTIFIERS - Illinois; New York (Long Island); Text Factors

Using a newspaper article about a ceremony marking the retirement of baseball player Tom Seaver's uniform number, a study examined: (1) the effects of knowledge of baseball in general and of the career of Tom Seaver in particular; and (2) the effects of knowledge of word meanings in general and of words used in the passage specifically on 10th graders' recall of different aspects of passage content. Subjects, 159 10th graders from Illinois and Long Island, read a target passage and then were assessed on baseball knowledge and vocabulary knowledge. Vocabulary knowledge tended to affect the number of units recalled overall, whereas prior knowledge influenced which units were recalled. Prior topic knowledge influenced whether subjects produced a "gist" statement in their recall and how well they recalled numbers relevant to

ED 329 937 CS 010 489

Lehman, Barbara A.; And Others
Teacher Perceptions and Practices for Using Children's Literature in Elementary Reading Instruction.

PUB DATE - 28 Nov 90
NOTE - 16p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Childrens Literature; Educational Research; Elementary Education; Questionnaires; *Reading Instruction; *Reading Materials; Reading Material Selection; Reading Programs; *Teacher Attitudes; *Teaching Methods; Whole Language Approach
IDENTIFIERS - Teacher Surveys

This study investigated three questions regarding: (1) teachers' views about the role of children's literature in the reading program; (2) how teachers implement literature-based reading programs in their classrooms; and (3) the congruence between teacher perceptions and teacher practice regarding literature-based reading instruction. Subjects, 192 teachers, completed two-part questionnaires designed to assess teacher perceptions of and identify classroom practices in literature-based reading instruction. Results indicated that the teachers who participated in the study agreed widely on certain beliefs and practices: that teachers should develop their own literature programs; that children's literature should be the major component of elementary reading programs; that children should be taught to think critically about books; and that these children should independently read books of their own choosing every day. Second, teachers disagreed considerably on other practices and beliefs, including the importance of reading many books versus studying one books in-depth; the importance of recommended grade level reading lists; how children should be grouped for instruction; and how to assess children's learning in literature-based reading. Results indicated a congruence between teacher perceptions and teacher practice regarding literature-based reading instruction. Results also indicated that certain other variables were related to teachers' beliefs and practices, including teaching location and teacher experience. (Twenty-three references are attached.) (MG)

ED 329 938 CS 010 490

Jacobson, Michael J.; Spiro, Rand J.
A Framework for the Contextual Analysis of Computer-Based Learning Environments. Technical Report No. 527.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 20p.; Funded in part by the Army Research Institute Office of Basic Research.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Computer Assisted Instruction; *Computers; *Educational Environment; Elementary Secondary Education; Higher

ED 329 959 CS 212 707

Hansen, William F., Ed.
Writing and Publishing Handbook.
Indiana Univ., Bloomington. Dean of the Faculties Office.
PUB DATE - 88
NOTE - 42p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - General (020)
DESCRIPTORS - *College Faculty; *Faculty Publishing; Higher Education; Scholarly Journals; *Writing for Publication
IDENTIFIERS - *Scholarly Writing; Writing Contexts; Writing Development

Intended to provide guidance in academic publishing to faculty members, especially younger faculty members, this handbook is a compilation of four previously published essays by different authors. Following a preface and an introduction, the four essays and their authors are as follows: (1) "One Writer's Secrets" (Donald M. Murray); (2) "Taking Criticism--and Using It" (Murray F. Markland); (3) "Writing the Empirical Journal Article" (Daryl J. Bern); and (4) "Writing, Typing and Economic$" (John K. Galbraith). A list of additional readings notes 57 essays, periodicals, and books on the topic. (SR)

ED 329 960 CS 212 708

Suhor, Charles
Semiotics and the English Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Definitions; Elementary Secondary Education; *English Curriculum; Interdisciplinary Approach; *Language Arts; Language Role; Reading Comprehension; Reading Instruction; *Semiotics
IDENTIFIERS - Emergent Literacy; ERIC Digests

The controversial field of semiotics has been criticized for its "unwillingness to respect boundaries" and its "conviction that everything is a sign." The central concerns of this wide-ranging field, however, can be defined, and its implications for teaching can be outlined. Semiotics is the study of signs (symbols, icons, and indexes) which can be organized into systems of objects and behaviors. There are three basic areas of semiotics--semantics, pragmatics, and syntactics. In oral language, reading, and literature, pragmatics has had a growing influence. A comprehensive view of curriculum is implicit in semiotics insofar as all existing school subjects--and even subjects not yet formulated--are by their nature ways of organizing signs. The very range of semiotics and its potential for organizing thinking about curriculum in new ways can add structure and substance to arguments for the things that teachers value: oral language, the

ED 329 981 CS 212 731

Heit, Karl
Onomastic Mirroring: "The Closing of the American Mind" by Allan Bloom and "Lives on the Boundary" by Mike Rose.
PUB DATE - 30 Apr 91
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Comparative Analysis; Critical Thinking; *Cultural Context; *Educational Philosophy; German Literature; Higher Education; Learning Motivation; Liberal Arts; *Literacy; Social Attitudes; *Student Development; Teacher Expectations of Students; Undergraduate Students; Western Civilization
IDENTIFIERS - *Closing of the American Mind (Bloom); Dialectical Reasoning; Great Books Curriculum; *Lives on the Boundary (Rose)

Although Allan Bloom in "The Closing of the American Mind" and Mike Rose in "Lives on the Boundary" reveal an almost endless list of obvious differences of perspective on literacy and higher education in America, both take divergent yet similar routes to create a permanent place for liberal education. Both Bloom and Rose use the "Gothic Cathedral" metaphor to describe the spiritual aspect of literacy, examining the youthful passion which leads to the uplifting freedom and empowerment of the soul. Both promote freedom from mediocrity and limitations for their students; both want their students to benefit directly from stored knowledge. Based on years of experience in preparing students for productive careers and successful adult lives, both argue for student competence in the social and cultural language of democracy. Despite the differences in emphasis and example, Bloom and Rose are complementary in that both represent a dynamic and passionate search for literacy. As their arguments emerge, reflections and duplications of each other become evident. To omit or devalue one of the viewpoints would be to remove the spiritual focus as well as an integral part of this complex issue. (KEH)

ED 329 982 CS 212 732

Van Noate, Judith, Comp.
Children's and Adolescent Literature: A Guide to Resources.
North Carolina Univ., Charlotte. J. Murrey Atkins Library.
PUB DATE - 88
NOTE - 27p.; For other guides in this series, see CS 212 733-739. Small print on some pages may affect legibility.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - *Adolescent Literature; Authors; *Childrens Literature; Elementary Secondary Education; Higher Education; Library Guides; *Library Materials; Library Skills; Literary Criticism; *Reference Materials
IDENTIFIERS - University of North Carolina Charlotte

This handout is a guide to library resources in the J. Murrey Atkins Library at the University of North Carolina-Charlotte in the field of children's and adolescent literature. The guide enables the reader to find biographical and critical information about an individual author or illustrator, or to research a literary style or period. The guide's sections are as follows: (1) Reference Books (sources for background information, biographical

ED 330 004 CS 507 405

Eaves, Michael
The Elaboration Likelihood Model and Proxemic Violations as Peripheral Cues to Information Processing.

PUB DATE - Oct 90
NOTE - 25p.; Paper presented at the Annual Meeting of the Florida Communication Association (Tallahassee, FL, October 18-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Communication Research; *Discourse Analysis; *Information Processing; *Nonverbal Communication; *Personal Space; *Persuasive Discourse; Research Methodology
IDENTIFIERS - *Distraction; *Elaboration Likelihood Model; Message Responses

This paper provides a literature review of the elaboration likelihood model (ELM) as applied in persuasion. Specifically, the paper addresses distraction with regard to effects on persuasion. In addition, the application of proxemic violations as peripheral cues in message processing is discussed. Finally, the paper proposes to shed new light on the subject and inspire future efforts in distraction, elaboration likelihood, and nonverbal research on the basis that the ELM promises to be a newer and crisper explanation of several aspects of distraction and persuasion. Fifty-nine references are attached. (Author/SG)

ED 330 005 CS 507 406

Marlin, John
Like It or Not, You Are Judged by Your Words.

PUB DATE - Nov 90
NOTE - 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Debate; Higher Education; Jargon; Language Usage; *Persuasive Discourse; *Public Speaking; Speech Habits; *Speech Skills; *Vocabulary Development
IDENTIFIERS - *Debate Coaches; *Debate Strategies; Speaking Thinking Relationship

Debaters have several poor word-choice and word-formation habits that detract from their ethos as advocates as well as from the clarity of their arguments. In many instances, debaters, to their competitive and educational detriment, employ habitual phrases, questionable redefinitions, and poorly coined new words. Many currently popular debate phrases, terms, and usages derive from the hardware of debate: the flowsheet, and the evidence card. A second important etymological source of "debatespeak," and the hardest to uproot, is precedent. There are methods, however, that coaches and teachers can use to improve debaters' lexical habits. Good speaking habits can be developed through practice rounds and drills. Coaches should avoid using debate jargon or theoretical terms, and should critique debaters' written arguments. The close relationship between thinking and good language use is a knowledge that is critical to any effective speaking or writing, in or out

ED 330 025 EA 022 562

At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 1: Introduction and Resources.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Linn-Benton Education Services District, Albany, Oreg.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Feb 91
NOTE - 66p.; For volume 2, see EA 022 563.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Agency Cooperation; At Risk Persons; Community Cooperation; *Cooperative Planning; *Crisis Intervention; Elementary Secondary Education; High Risk Students; Human Services; *School Community Relationship; Shared Resources and Services; Social Services
IDENTIFIERS - ERIC Clearinghouse on Educational Management

The "At-Risk Youth in Crisis Handbook" series has been designed to promote inter-agency agreement on procedures for schools to follow in managing crisis situations with at-risk students. Volume 1 explains the rationale for the Handbook, tells how it was developed, and guides school districts in adapting the Handbook to meet their own needs. Program benefits include a clear definition of school/agency responsibilities, establishing realistic guidelines, improved school/agency relations, an increase in collaborative efforts, and an enhanced sense of community. Suggestions for adapting the handbook to individual communities are also offered. The second part provides relevant resource materials, which include two ERIC Digests on school/social services collaboration and resumes of 12 journal articles and 38 research reports, books, and papers in the ERIC database. (LMI)

ED 330 026 EA 022 563

At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 2: Suicide.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Linn-Benton Education Services District, Albany, Oreg.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Mar 91
NOTE - 86p.; For volume 1, see EA 022 562.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Agency Cooperation; Check Lists; Community Resources; Cooperative Planning; Cooperative Programs; Coordination; *Crisis Intervention; Elementary Secondary Education; Guidelines; *High Risk Students; Human Services; Prevention; Responsibility; Risk; *School Community Relationship; Shared Resources and Services; *Social Services; *Suicide

A youth suicide became the impetus for an Oregon education service district's leadership in spearheading a collaborative effort with

ED 330 045 EA 022 754

Guide to the Effective Implementation of Attendance Services in South Carolina.
South Carolina State Dept. of Education, Columbia.
PUB DATE - Aug 90
NOTE - 50p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Legal/Legislative/Regulatory Materials (090), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Attendance; *Attendance Officers; Average Daily Attendance; Compulsory Education; Elementary Secondary Education; *Occupational Information; *Pupil Personnel Services; School Attendance Legislation; Truancy
IDENTIFIERS - *South Carolina

One of the South Carolina Department of Education's foremost responsibilities is to initiate attendance improvement programs. Among the services offered to carry out this responsibility is assistance to attendance personnel in developing professional approaches to absenteeism. This guide contains information on the role and function of attendance supervisors and includes statutes that serve as legal references. The primary objective of attendance services is to ensure enrollment of all children. Major functions of attendance supervisors include providing prevention programs and identifying patterns of absenteeism. Characteristics of attendance, personal problems, behavioral problems, and child abuse are outlined to help identify the potential dropout. Early professional action can take the form of steps like home visitations and referrals. The education of an attendance supervisor should include general education, guidance, and counseling. A competent supervisor should be able (among other things) to communicate and to interpret student behavior. Certification requirements and a sample job description are given. Ten questions and answers serve as an outline for presenting a program about attendance services. (EJS)

ED 330 046 EA 022 755

Student Codes of Conduct: A Guide to Policy Review and Code Development.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE - Sep 85
NOTE - 95p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Behavior Standards; Corporal Punishment; Delinquency; *Discipline; *Discipline Policy; Due Process; Elementary Secondary Education; Expulsion; Freedom of Speech; *Policy Formation; Sanctions; Search and Seizure; Student Behavior; Student Records; *Student Rights; Student School Relationship; Suspension
IDENTIFIERS - *New Jersey

Designed to assist New Jersey school districts in developing and implementing student codes of conduct, this document begins by examining the need for policy and clearly established rules, the rationale for codes of conduct, and the areas that such codes

ED 330 069 EA 022 786

Duttweiler, Patricia Cloud
The Dysfunctions of Bureaucratic Structure.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Oct 88
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Collected Works - Serials (022)
DESCRIPTORS - *Administrator Effectiveness; *Bureaucracy; *Centralization; Creativity; Elementary Secondary Education; Organizational Effectiveness; *Power Structure; Principals; Problem Solving; *School Organization; Supervision; *Vertical Organization

Numerous dysfunctions result from bureaucratic school organization, including an overemphasis on specialized tasks, routine operating rules, and formal procedures for managing teaching and learning. Such schools are characterized by numerous regulations; formal communications; centralized decision making; and sharp distinctions among administrators, teachers, and students. In a bureaucracy, rules are used to reduce the visibility of power relations, the need for close supervision, and the level of interpersonal tension and conflict. Instead, by defining minimally acceptable behavior, rules often inspire less than optimal employee performance, leading to increased personal supervision, more visible power relations, and increased interpersonal conflict. While bureaucratic behavior might produce stability, it also creates a dependent relationship between administration and staff and eliminates flexibility and creativity. Communication problems are exacerbated and resource allocations used as controlling mechanisms. School administrators and teachers must expend substantial effort to make a bureaucracy work. Effective principals are sometimes forced to develop strategies to circumvent the bureaucracy, to become insubordinates in their students' best interests. Recent research shows that top-down systems are no longer viable. The complexity and professional discretion involved in running schools and teaching require an approach that maximizes staff ability and fosters creative problem-solving. (16 references) (MLH)

ED 330 070 EA 022 787

Mutchler, Sue E.
Shared Decision Making: Harnessing the Energy of People.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Dec 89
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Collected Works - Serials (022)
DESCRIPTORS - *Decentralization; Elementary Secondary Education; *Parent Participation; *Participative Decision Making; *School Based Management; *Teacher Participation; *Theory Practice Relationship

As interest in school-based management grows and the number of efforts increases, the gap between the strategy's potential and its realization is being explored. Although school-based

ED 330 089 EA 022 814

Schmitt, Dorren Rafael
The Effect a Principal Has on the Effective School Program.

PUB DATE - Sep 90
NOTE - 26p.; Paper presented at the Annual Meeting of the Association of Louisiana Evaluators (New Orleans, LA, September 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; Administrator Characteristics; *Administrator Effectiveness; *Administrator Evaluation; Elementary Secondary Education; Instructional Leadership; *Leadership Styles; *Principals; School Effectiveness; Urban Education

Six schools in an urban school system with varying socioeconomic backgrounds were evaluated to determine what impact different instructional leadership styles have on student achievement. Since the principal is usually considered the instructional leader, the study focused on principal leadership styles, with principals categorized into three main types: responders, managers, and initiators. The schools' principals were asked questions pertaining to their effective schools' program and time management, then requested to fill out a questionnaire about working with teachers, expected student achievement, and achievement influencing factors. A teacher questionnaire was used to determine leadership style. School Comprehensive Tests of Basic Skills (CTBS) scores were used to find any differences in student achievement that resulted from leadership styles. Instructional leadership style did effect student achievement, as did the school's socioeconomic status. However, there was no relation between student achievement and the interaction of leadership style and socioeconomic status. Six tables of results illustrate relationships between varying factors. (21 references) (EJS)

ED 330 090 EA 022 815

Manual for Public School Facilities Fire Prevention and Fire Inspections. Revised .
New York State Education Dept., Albany.
PUB DATE - 90
NOTE - 44p.; Supersedes ED 257 219.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Annual Reports; Early Childhood Education; Educational Facilities Design; *Educational Legislation; Elementary Secondary Education; Facility Requirements; *Fire Protection; Government Publications; Government School Relationship; Higher Education; *Inspection; Legal Responsibility; *Public Schools; School Safety
IDENTIFIERS - Boards of Cooperative Educational Services; *New York

Designed to provide instruction for New York State inspectors and school administrators completing the annual "Fire Safety Report," this document provides information regarding: (1) the Regulation and Code requirements; (2) inspection and enforcement processes; (3) disputes and procedures for appeal; and (4) financial considerations associated with correction of violations. Detailed instructions for completing the fire inspection report are also

ED 330 112 EA 022 854

Shah, Jane G.
A System for Statewide School Accountability: The Policy and Politics of Response.

PUB DATE - Apr 91
NOTE - 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Accountability; Educational Development; Educational Improvement; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Evaluation Problems; *Politics of Education; *School Restructuring
IDENTIFIERS - *Georgia

In 1985 the Georgia General Assembly passed the Quality Basic Education Act, recognizing needs in key areas such as provision of an equitable finance structure and staff development programs. A section of the act addresses planning and evaluation, mandating activities and requirements including a comprehensive evaluation of each public school, local school system, and regional educational service agency at least once every 5 years. Georgia's comprehensive evaluation system has two components (legal adherence and quality standards) and parallel components for regional agencies. Techniques and groups involved in developing the evaluation system are the Department Technical Advisory Board, Comprehensive Evaluation System (CES) Advisory Committee, CES Steering Committee, and Georgia Department of Education Planning Committee. Characteristics of a defensible evaluation program center around legal, ethical, technical, credibility, and practicality issues. Issues affecting future development of the system are described. (EJS)

ED 330 113 EA 022 855

Chance, Edward W.
The Administrative Internship: Effective Program Characteristics.

PUB DATE - Aug 90
NOTE - 15p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Administrator Education; Elementary Secondary Education; *Field Experience Programs; *Internship Programs; *Leadership Training; Schools of Education; *Theory Practice Relationship

This paper reviews the characteristics of effective internship field experience and programs. The internship serves an important function in preparing educational administrators, as it bridges the gap between classroom practice and professional practice. Although the internship has been an integral component of many administrator preparation programs for years, data on program design and impact on future administrators are somewhat limited. While several program designs are possible, this paper concludes that administrative internships should include the following objectives: (1) to develop understanding of various leadership theories and options and human responses to them; (2) to develop a

ED 330 132 EC 300 102

Ripley, Suzanne
Doctors, Disabilities, and the Family.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - May 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - Serials (022)
DESCRIPTORS - American Indians; *Disabilities; Interdisciplinary Approach; Interpersonal Communication; Medical Care Evaluation; Medical Services; *Parent Responsibility; Parent Role; *Physician Patient Relationship; *Physicians; *Questioning Techniques

Intended for use by parents of children and youth with handicaps, this guide offers guidelines for choosing a physician and communicating with him/her concerning the needs of the handicapped child. The question-answer format addresses the following issues: how do families choose a doctor for their child?; what about the child who has a disability?; what exactly does a primary care physician do?; how do you find such a person?; what happens if you use a public health clinic?; what are Indian Health Services?; who can use Indian Health Services?; how do families interview doctors?; what should a family do before the first visit to the doctor?; what should you talk about?; how can doctors and schools work together?; what are the parent's responsibilities?; and how do you evaluate the situation? A list provides specific questions a parent might want to ask, grouped in the following categories: questions to ask on the phone when interviewing doctors; questions to ask when scheduling an appointment for your child; questions about an illness; questions about general check-ups and development; questions about medications; questions about tests; questions about referrals to specialists; questions about surgery; and questions about hospitalization. (DB)

ED 330 133 EC 300 103

Ripley, Suzanne
Planning a Move: Mapping Your Strategy.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - Sep 90
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - Serials (022)
DESCRIPTORS - *Disabilities; Elementary Secondary Education; *Family Mobility; Financial Support; Legislation; Military Personnel; Parent Role; Place of Residence; *Planning; Recordkeeping; Records (Forms); *Student Placement
IDENTIFIERS - *Household Moves

courses and training; use of the profile by the public employment and training system; and development of a plan to assess individuals based on the profile. The task force added more representatives from education, government, and the unions. Four standing committees were created: communications, legislative, education systems development, and assessment. The task force implemented policy recommendations; the standing committees focused attention on specific concerns; and the task force initiated a working structure to facilitate collaboration with state agencies. Three priorities were identified: legislative awareness; communications; and policy oversight. (Document includes 1988 and 1989 task force reports. The 1988 report contains 36 references, a working draft of the framework, and a list of task force members. Appendixes to the 1989 report include a list of task force members; results of a 1989 employability skills survey; report of an employability skills policy summit; and a state agency work plan.) (YLB)

ED 329 647 CE 055 500

Buckingham, Melissa; And Others
Books and Methods for Teaching Adult Basic Education. Curriculum Guide.
Free Library of Philadelphia, Pa.
SPONS. AGENCY - Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE - Oct 86
NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Adult Basic Education; *Adult Reading Programs; Beginning Reading; Books; *Curriculum Development; High School Equivalency Programs; *Instructional Materials; Library Role; Library Services; *Public Libraries; Teaching Methods; *Textbook Content; Tutoring

This curriculum guide, written by experienced teachers of adults in Philadelphia, describes a full curriculum for intermediate-level adult literacy students (students who have basic reading skills). The curriculum is based on the assumption that adult students deserve a broad, well-rounded education. The guide also discusses teaching techniques and some teaching theory. The guide is organized in five sections. First comes a general discussion about teaching reading and writing skills. The second part of the guide describes books in six subject areas: grammar, literature, history, science, mathematics, and General Educational Development (GED). For each subject area, some recommended textbooks are described along with techniques for using them. Full bibliographic information for these books follows this section. The fourth section explains the philosophy of teaching adults and is followed by a section that tells how to use public libraries with adult new readers. (KC)

ED 329 648 CE 055 502

Collins, Vickie L.
Reader Development Bibliography. Books Recommended for Adult New Readers. Fourth Edition.
Free Library of Philadelphia, Pa.
SPONS. AGENCY - Pennsylvania State Dept. of Education, Harrisburg.; Philadelphia Mayor's Commission on Literacy, PA.
PUB DATE - 90
NOTE - 207p.

Career Association

These proceedings contain eight presentations that report research in the area of marketing and distributive education: "An Analysis of Private-Sector Training and Development for Marketing and Service Related Industries" (Stewart Husted); "Microcomputers: Updating the Teaching of Merchandising in the Virginia Tech Teacher Education Curriculum" (Betty Heath); "Extent of Involvement of Special Needs Students in DECA (Distributive Education Clubs of America): A National Perspective" (Hill, Sarkees); "An Experimental Research Study of the Correlation between Aptitude and BASIC Computer Operations" (LeVene Olson); "An Experimental Investigation of the Need for Mediated Cognitive Strategies for Merchandising Majors in Information-Embedded Environments" (Stephen Lucas et al.); "Assessing the Outcomes of Marketing Teacher Preparation Using Modules Supplemented by Instructional Television" (Burns, Bowman); "A Study of the Relative Importance of Basic Economic Concepts for Curriculum Emphasis in Retail and Office Occupation Cooperative Programs in Jefferson County, Alabama, as Perceived by Selected Program Related Respondents" (Frances Jackson); and "Evaluation of the Goals and Experiences of Participants in the Missouri Career Association" (Wally Holmes). (YLB)

ED 329 666 CE 057 048

Cooper, William D., Ed.; And Others
Marketing and Distributive Education National Research Conference Report (Auburn, Alabama, April 12-14, 1985).
Alabama Univ., University.; Auburn Univ., Ala.; North Carolina Univ., Greensboro.
PUB DATE - 85
NOTE - 142p.; For related proceedings, see CE 057 047-052. A few tables contain small, light type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Access to Education; Career Development; Computer Oriented Programs; Cooperative Education; *Disabilities; *Distributive Education; Educational Research; Entrepreneurship; Faculty Mobility; Job Satisfaction; *Mainstreaming; Management Development; *Marketing; Outcomes of Education; Postsecondary Education; Program Effectiveness; Publications; Salesmanship; Secondary Education; Student Attitudes; Teacher Attitudes; Teacher Education; *Teaching Methods; Vocational Education

These proceedings contain the following eight papers: "Identifying Problems that Impede the Operations of a Business and Services that May Help Overcome Them" (William T. Price, Jr.); "A Comparison of Computer-Assisted Instruction and Traditional Modes of Instruction in Principles of Marketing Classes" (Gerald Crawford, Jack W. Crocker, Margie S. Crocker); "Mainstreaming Handicapped Students into Cooperative Education: A Handbook for Vocational Education" (Irvin H. Iwler, D. Frank Palmieri, Janice C. Dominico); "A Study and Comparison of Attitudes among Marketing and Distributive Education Teachers and Senior Students towards the American Business and Economic System" (Robert L. Fritz, Horace C. Robertson); "Analysis of the Use of Publications in the MDE Marketing and Distributive Education Classrooms in Georgia" (Lester E. Sanders); "Teacher Turnover: Marketing Education. A National Study" (A. Gary Searle); "A Methodology to Engage Senior Executives in Professional Development Programs: Focus on Strategic Management" (Anne C. Steele); "Educational Research: Some Problems and Observations" (Larry Weber). The papers include abstracts. (KC)

DESCRIPTORS - Educational Improvement; Evaluation Methods;
*Instructional Effectiveness; Postsecondary Education;
Professional Development; *Program Implementation; *Supervision;
Supervisors; *Supervisory Methods; *Teacher Evaluation; Teaching
Methods; *Vocational Education; Workshops
IDENTIFIERS - Vocational Technical Adult Education Districts;
Wisconsin

This document contains an outline of a workshop on instructional supervision for vocational, technical, and adult education supervisors in Wisconsin. Materials used in the workshop, along with preparation materials, are included. Extensive appendixes include a list of workshop participants, the agenda, handouts on instructional supervision, and the following articles: "Effecting a Reconciliation between Supervision and Evaluation" (Madeline Hunter); "Supervision" (Robert J. Krajewski); "Preparing for an Instructional Conference" (Madeline Hunter); "Script-taping: An Essential Supervisory Tool" (Madeline Hunter); "Script-taping: A Method for Recording Classroom Observations" (Jack Sutton); "Critical Attributes of a Staff Development Program to Increase Instructional Effectiveness" (Madeline Hunter, Doug Russell); and "The Coaching of Teaching" (Bruce Joyce, Beverly Showers). Additional attachments contain handouts on elements of instruction, transparency masters, evaluation form, and participant evaluations of the workshop. (KC)

ED 329 684 CE 057 084

Strohbusch, Mark; Baldus, Lorayne
VTAE Professional Development Project. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical
and Adult Education.
SPONS. AGENCY - Wisconsin State Board of Vocational, Technical, and
Adult Education, Madison.
PUB DATE - 30 Jun 90
NOTE - 94p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Education; Business Education; *Cooperative
Programs; *Coordination; *Coordinators; Educational Research;
Higher Education; Marketing; Needs Assessment; Postsecondary
Education; *Professional Development; Regional Planning; Secondary
Education; Staff Development; State Programs; *Statewide Planning;
Technical Assistance; *Vocational Education; Workshops
IDENTIFIERS - *Wisconsin

A project was undertaken to coordinate up-to-date staff professional development on a regional or state basis in the state of Wisconsin. An earlier study had recommended more specific information and hiring of a staff development coordinator. The "Coordination of Efforts in the Vocational, Technical, and Adult Education (VTAE) System for Specific Needs" survey was developed and administered to VTAE administrative and instructional staff members. Ten of 16 districts returned surveys. Project staff traveled to all but three districts to meet with staff development personnel. Articles and items were collected and published in the "ExChange" newsletter. Other activities included a business and marketing needs assessment, technical assistance, and a staff development workshop. Workshop participants identified common needs and offered suggestions for cooperation and coordination, including state and regional staff development consortia, communication technology, and linkages with technology and industry. Staff attended seminars at the Association for Supervision and Curriculum Development National Curriculum Study Institutes in Minneapolis, Minnesota. Recommendations were made ashamed of her. A 69-year-old illiterate widow has been missing out on aid available to her. An illiterate middle-aged man in danger of losing his job may not be retrainable. The majority of illiterate persons do not have access to information on issues that affect them personally or on social, political, or economic issues. Such information must be made understandable and accessible. To improve job access for illiterate adults, training designed for the jobless must allow unrestricted access to literacy activities. To ensure participation in democracy, Canada should apply measures that encourage illiterate persons to exercise their right to vote. Visual and audiovisual media can be used to encourage participation in society. Educators have a duty to involve all social services in literacy activities. (YLB)

ED 329 703 CE 057 113

Letlow, Richard M.; Verma, Satish
Production Practices of Commercial Catfish Producers in Northeast Louisiana.

PUB DATE - Sep 90
NOTE - 13p.; Paper presented at the Annual Conference of the Association of Louisiana Evaluators (1st, New Orleans, LA, September 14-15, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Adult Education; *Agricultural Production; Diseases; Extension Agents; Extension Education; *Farmers; Farm Management; *Fisheries; Harvesting; *Ichthyology; *Production Techniques; Records Management; Water Quality
IDENTIFIERS - *Catfish Farming; *Louisiana; Louisiana Cooperative Extension Service

A study determined the yields obtained and the production practices followed by Louisiana commercial catfish farmers in Catahoula, Concordia, and Franklin Parishes. This information was used by the Louisiana Cooperative Extension Service (LCES) faculty to develop a catfish education program. The study: (1) determined use of selected recommended catfish production practices and relationship with yield; (2) studied the relationships between yield and production practices with certain personal and farming characteristics and extension contacts; and (3) identified problems experienced by catfish farmers. From the 100 commercial catfish producers in the three-parish area who marketed catfish in the 1988 season, a proportional stratified random sample of 51 was drawn. Data were collected by personal interview. A production practices score was developed for each farmer based on whether or not the 14 recommended production practices were being followed. The practices were grouped under six major production categories: stocking; feeding; water quality management; disease; harvesting; and records. None of the relationships were statistically significant. It was recommended that extension education programs for catfish farmers should focus on major problems experienced by farmers including bird predation, off-flavor in fish, marketing, fish diseases, and financing. Educational activities should be continued as a part of the LCES information delivery system. (Three tables and five references are included.) (NLA)

ED 329 704 CE 057 138

Cost Effectiveness of the State Adult Basic Education and Adult High School Program. FY 1989-90.
Utah State Office of Education, Salt Lake City.

Schools. Additional support is given as the pregnant teens and teen mothers strive to balance the demands of school with pregnancy, parenthood, and employment. This program guide contains the following four tasks/competencies: (1) getting to know yourself; (2) careers in home economics; (3) successful work attitudes and behaviors; (4) nutrition; (5) time and money management; and (6) working parent. Each task includes two to nine performance objectives. For each performance objective, enabling objectives, activities, and resources are given. Number of days for teaching each task/objective is also provided. (NLA)

ED 329 723 CE 057 198

Improve the Quality of Vocational Education for Handicapped/Disadvantaged Students. Program Improvement. Final Report.
Quin Rivers Agency for Community Action, Inc., Providence Forge, VA.
SPONS. AGENCY - Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE - 30 May 89
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Basic Skills; Career Guidance; *Disabilities; *Disadvantaged Youth; Educational Diagnosis; Educational Quality; High Schools; Job Placement; *Outreach Programs; Postsecondary Education; Program Improvement; Student Evaluation; Unemployment; *Vocational Education; Youth Employment; *Youth Programs
IDENTIFIERS - Virginia (Charles City County)

This project, conducted under the Carl D. Perkins Vocational Education Act, Public Law 98-24, provided outreach to 49 Charles City County (Virginia) economically and educationally disadvantaged handicapped youth, aged 16 through 21. Various services were provided to facilitate their entrance into vocational education, employment, or other education and training. The project had three components. A mobile outreach unit made contact with dropouts for enrollment and delivered some project services. The in-school component was staffed by a teacher assistant who assisted teachers of students who needed special prevocational preparation. The job development component identified particular positions with employers who would hire disadvantaged and handicapped youth. Youth entered the project through school identification, walk-ins, agency referral, or mobile unit outreach. They were evaluated, and Career Development Plans were built for them. Three basic options were offered: General Educational Development preparation with part-time employment; return to school for alternative education; and the Fair Break Program for youth with basic educational skills problems. Staff worked with 65 youth. A total of 34 were contacted through outreach; 30 were placed in training, educational programs, or jobs. Eleven youth were provided attitudinal and motivational training; eight were placed in jobs. Sixteen youths were enrolled in daytime remediation classes. (YLB)

ED 329 724 CE 057 200

Bateman, Mary J.
Comprehensive Bilingual Vocational Education for Refugee Youth. Improving Vocational Education through Community-Based Organizations. Final Report.
Catholic Charities of Richmond, Inc., VA.
SPONS. AGENCY - Virginia State Dept. of Education, Richmond. Div. of

employment in the aviation industry, travel agencies, hotel/motel management, and car rental agencies. An overview of vocational-technical education at the school is first presented. These elements for the 2-year course are provided: program description; scope and sequence; course outline; task listing; Dictionary of Occupational Titles (DOT) listing--entry level; DOT listing--additional training; occupational analysis grid, correlating tasks with DOT occupations; student competency rating sheet; grade requirements; and lists of textbooks, workbooks, reference books, and audiovisual materials used in the program. Year A content (510 hours) includes introduction to travel; vacation lands; reservations; special assistant representative; baggage; marketing; hotel rental; flight attendant; customer relations; professional development; computer skills; job search; and job survival skills. Year B content (510 hours) includes introduction to tourism; vacation lands; ticket agent; gate agent; travel agency; international ticketing; fleet service; speech; customer relations; appearance; computer skills; job search; and entrepreneurship. Course materials on these topics are attached: fares; fare bases codes; guaranteed air fare; and generating a system (priced ticket). (YLB)

ED 329 743 CE 057 275

Kurth, Paula K.; Grossman, Gary M.
The Pennsylvania Report: A New Agenda for Vocational-Technical Education. Final Report. Volume I: Narrative.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS. AGENCY - Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE - Aug 89
NOTE - 100p.; For volume II, see CE 057 276.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Articulation (Education); Curriculum Development; Educational Administration; Educational Assessment; *Educational Change; Educational Development; *Educational Improvement; Educational Planning; Educational Research; Instructional Leadership; Job Skills; Job Training; Labor Force Development; Postsecondary Education; Professional Development; Program Development; *Program Evaluation; Secondary Education; *State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS - *Pennsylvania

A Pennsylvania study analyzed the capability of the existing systems to deliver a comprehensive, articulated program of vocational education. A review of prior studies of vocational education in Pennsylvania found consensus about needed changes in the state's program. Areas of improvement included governance and administration; leadership; research, planning, evaluation, and professional development; program development; and curriculum. Study activities included a description of the current vocational education program in Pennsylvania, identification of problems in the program, identification of promising elements of vocational education in other states, use of a policy Delphi to assist in identifying and prioritizing alternative strategies, analysis of study findings, and development of recommendations. Sixteen study recommendations dealt with the five issues identified in the literature. They included regional governance; a commissioner of vocational-technical education; state board of education advocacy for vocational-technical education; a clear statement of purpose of vocational-technical education; business/industry/labor relationships; public information campaign; enhanced research rate, higher youth unemployment, and the need to address a variety of special needs of their student population, such as programs for pregnant students, dropouts, at-risk students, and substance abuse prevention. Urban schools need to coordinate or broker the myriad of services necessary to assist students in their increasingly complex environment. Such partnerships often strengthen community support for special programs for economically disadvantaged and academically at-risk youth. The literature indicates that successful programs are characterized by high expectations, strong leadership, a broad range of instructional programs, autonomy and flexibility in program planning, and a broad range of social and economic opportunities. Ten characteristics of successful urban career-oriented high schools are safe and orderly environment; businesslike attitude; warm and caring environment; admissions process based on student interest; dual mission--to prepare students for a career and college; high expectations; curriculum organized around an industry or discrete set of subjects; integration of theory and practice; strong linkages theory and practice; strong linkages with business; and inspiring, sensitive, and firm leadership. (The unique aspects of six effective programs are reviewed. Fifteen references are cited.) (YLB)

ED 329 761 CE 057 331

Askov, Eunice N.; Brown, Emory J.
Workplace Literacy Instruction and Evaluation: R.O.A.D. to Success.

PUB DATE - Dec 90
NOTE - 11p.; Paper presented at the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Certification; Comparative Analysis; *Computer Assisted Instruction; Demonstration Programs; *Driver Education; Formative Evaluation; Instructional Materials; *Literacy Education; Online Systems; Program Evaluation; Program Implementation; Reading Skills; *Service Vehicles; Summative Evaluation
IDENTIFIERS - *Driver Licensing; *Truck Drivers; Workplace Literacy

A Pennsylvania project to improve the reading skills of commercial drivers and to help them pass the required federal Commercial Driver's License (CDL) written examination was evaluated at five pilot sites. The project used ROAD (Real Opportunities for Advancement and Development) to Success, a basic skills course of interactive computer courseware and print instructional materials developed for truck drivers in the Pennsylvania Department of Transportation (PennDOT). Participants were 68 of 77 workers who failed a sample CDL test--the Quick Assessment Test (QAT)--and who scored below the advanced level on the vocabulary section (approximately 9th grade level) of the Tests of Adult Basic Education (TABE) Locator Form; 58 completed the 100-hour course. Personal interviews were conducted. A criterion-referenced test, TABE survey forms, QAT, and CDL examination were administered to participants and a comparison group of 10 PennDOT workers. Scores on all tests increased significantly for the treatment group. At the end of the project, 59 percent of ROAD workers passed the CDL compared with 37 percent of the comparison group. Recommendations were for program dissemination, supplemental help for low-level readers, teachers with workplace literacy experience and computer skills, and open entry/open exit. (YLB)

ED 329 762 CE 057 332

Development; *State Government; *Welfare Recipients; *Welfare Services
IDENTIFIERS - *Family Support Act 1988; *Job Opportunities and Basic Skills Program

Transforming the welfare system presents governors with unique opportunities, hard choices, and creative challenges. Change will require continued commitment to welfare, educational reform, and economic development. Governors can improve the status of private citizens and private businesses. The Family Support Act of 1988 signaled major changes in the nation's welfare system. The Job Opportunities and Basic Skills Training (JOBS) program under Title II of the act is patterned after earlier welfare-to-work initiatives and is based on success in helping recipients of public assistance obtain jobs. The legislation was supported by numerous organizations in the crusade for welfare reform. It is imperative that such commitment be continued and that the flexibility afforded in the legislation be used to create improved service delivery systems for individuals traditionally locked out of the labor market. The Family Support Act can break the cycle of poverty by providing high quality services to children of JOBS participants. The funding provisions for JOBS and supportive services are complex. By targeting resources to potential long-term recipients, states should adopt strategies for the development of human capital. This focus necessitates more expensive education and skill training, but a human resource development approach can yield larger and more long-term savings for programs. Governors will provide effective coordination with other programs, which will be a major determinant in achieving the goals of the Family Support Act. Successful implementation of a human resource strategy will require the support and involvement of the educational community. Supportive services, including child care, will be necessary to allow recipients to overcome barriers to participation. Research indicates that early interventions may be instrumental in reducing high school dropout rates, teen parenting, and future welfare dependency. (13 references) (NLA)

ED 329 781 CE 057 369

Excellence at Work: A State Action Agenda.
National Governors' Association, Washington, D.C.
PUB DATE - 91
NOTE - 32p.; Sponsored by the National Council on Vocational Education, W.E. Upjohn Institute for Employment Research, IBM, the Aetna Foundation, the National Commission for Employment Policy, and Business Week.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Change Strategies; *Economic Development; Financial Support; Fringe Benefits; *Labor Force Development; Modernization; Personnel Policy; *Public Policy; Skill Development; *State Government; Technology
IDENTIFIERS - *Excellence (Quality); Strategic Planning

A strategic plan for integrating state human resource, economic development, and job training services is intended to stimulate increased productivity within the U.S. workplace. Long-term solutions to the competitive challenges can be achieved by changing thinking and behavior of organizations. High performance businesses that have achieved excellence realize the need for these changes and share several important characteristics. These include effective leadership, strategic planning, enlightened human resource management, improved quality assurance systems, and effective information systems. State government should increase

Implementation; Rural Areas; Rural Schools; State Programs; Student Experience; Telecommunications; *Teleconferencing; Telecourses; Vocational Education
IDENTIFIERS - *Texas

A distance learning program implemented in 1987-88 to teach Health Care Science was modified to include the clinical experience appropriate for Health Occupations I during 1988-89. The teaching team included an instructional coordinator/teacher and four regional clinical coordinators. A total of 19 juniors and seniors at 7 rural school districts participated. Health Occupations I was taught as a two-unit course encompassing 2 hours of instruction daily. The instructional coordinator/teacher met with students via audioconference 1 hour per day 5 days each week for the first 8 weeks. The second hour was used for supplemental activities. After the first 8 weeks, students spent 2-hour blocks 3 days per week observing and assisting at clinical rotation sites, instead of going to the traditional classroom. Each student participated in six different 4-week rotations. Fourteen self-study packets were developed to prepare students for the clinical rotations and supplement the learning. Trained site facilitators provided administrative supervision at participating schools. Student performance was monitored by observation of general conduct, traditional evaluation of scholastic performance, and written observational summaries of clinical rotations. Sixteen students completed the program. Students gave high ratings to classroom and clinical experiences. (YLB)

ED 329 799 CE 057 437

Saginaw Adult Basic Education: Product Evaluation Report 1989-90.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE - Mar 91
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Adult Basic Education; Adult Literacy; Correctional Education; Disabilities; *Educational Objectives; *Literacy Education; Older Adults; *Outcomes of Education; Prisoners; *Program Effectiveness; *Program Improvement; Rural Education; Standards
IDENTIFIERS - *Saginaw School System MI

During the 1989-90 school year, 978 adult learners received basic and remedial instruction at the 19 sites of the adult basic education (ABE) program of the School District of the City of Saginaw (Michigan). The program's objectives were specifically aimed at adults who are urban residents from high unemployment areas, rural residents, members of minority groups, limited in English abilities, over age 60, handicapped, immigrants, incarcerated, or women with special needs. Six of the program's 11 objectives were met during the 1989-90 school year, a decrease from the previous year when 8 of 11 objectives were met. However, two of the program objectives--setting educational objectives for 100 percent of the participants who received 12 or more instructional hours and the standard of 15 percent of the participants being rural--may have been inappropriately high. The program did not meet its standard for student achievement. Only handicapped students met the performance standards; incarcerated, English-as-a-Second-Language, senior citizens, and regular ABE students did not. It was recommended that program staff should: (1) seek ways to provide services to homeless persons; (2) consider ways to modify program objectives that seem unrealistic; (3) determine what may have caused the extreme decline in performance among incarcerated students; (4) review the reporting

This study, although limited by sample size, demonstrated consistent findings with other studies. The exploration of coping strategies increases knowledge for practitioners and expands the potential for future research. (ABL)

ED 329 818 CG 023 187

Hood, Albert B.; Johnson, Richard W.
Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures.
American Association for Counseling and Development, Alexandria, VA.
PUB DATE - 91
NOTE - 289p.; Some figures contain marginally legible print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Counseling Techniques; Diagnostic Tests; *Evaluation Methods; *Measures (Individuals); Personality Measures; *Psychological Evaluation; Psychological Testing; Test Selection; Test Use

The purpose of this book is to provide information about the various psychological assessment procedures that are specifically relevant for practicing counselors and human development professionals. The book deals with the use of such tests in the counseling process and includes illustrative case studies. It emphasizes the selection, interpretation, and communication of psychological test results. It also emphasizes the importance of integrating test results with other information about the client. The psychological tests selected are those that are most often used by counselors and human development professionals in their daily practice. Section 1 presents basic concepts of psychological assessment. Section 2 covers cognitive assessment and the various tests that assess intelligence, academic aptitude, and academic achievement. The third section deals with procedures used by counselors to assist clients in making decisions regarding their careers and life plans. In section 4, personality assessment is considered. The final section deals with professional practices and considerations. Excerpts from documents outlining ethical and test standards particularly appropriate to counselors and human development professionals in their use of assessment procedures are reproduced in the appendix. (ABL)

ED 329 819 CG 023 188

Avedon, Lisa
Issues in Counselling Stable Workers Forces To Make Job Changes.

PUB DATE - Jan 91
NOTE - 11p.; Paper presented at the Annual National Consultation on Vocational Counselling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Career Counseling; *Counseling Techniques; *Counselor Client Relationship; *Dislocated Workers; *Employment Counselors; Foreign Countries; Job Search Methods; Models
IDENTIFIERS - Canada

Counselors whose clients are workers displaced in plant closures and present level of physical activity. Lesson 2 deals with students' feelings about their physical appearance, and includes suggestions for enhancing body image. In lesson 3, students complete a series of activities that measure their present levels of physical fitness, and in lesson 4, students use this information to assess their individual fitness. This lesson includes an aerobic workout, and students develop a plan to maintain aerobic fitness. In lesson 5, students look at ways to enhance other elements of personal fitness, including body composition, flexibility, muscular strength, and endurance. Lesson 6 helps students identify myths and facts about exercise. It also examines some of the factors that influence the success of an exercise program. Lesson 7 deals with the importance of attitude and lifestyle related to physical fitness, then uses this information to develop personal fitness plans. Students are also given an opportunity to survey people who exercise regularly and develop a report. Lessons include information about objectives, materials, instructional strategies and procedures, evaluation, and the subject matter for teachers; and worksheets and handouts for students. (LLL)

ED 329 839 CG 023 209

Lloyd-Kolkin, Donna
Entering Adulthood: Creating a Healthy Environment. A Curriculum for Grades 9-12. Contemporary Health Series.

SPONS. AGENCY - Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE - 91
NOTE - 110p.; For related documents, see CG 023 208-210.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Conservation (Environment); Ecology; *Environmental Education; *Health; Health Education; High Schools; *High School Students; Pollution; Quality of Life; Recycling; *Secondary School Curriculum; Waste Disposal; Water Quality

This module is oriented toward information students in grades 9-12 about the impact of environmental hazards on human health, and to motivate them to take personal responsibility for their part in protecting the environment. Instructionally, the module utilizes a small group cooperative learning strategy, and is organized into nine lessons. Part 1 (lessons 1-4) introduces the unit and sets up long-term assignments and experiments that will be reported on at the end of the unit. It also contains two lessons, one about toxic chemicals, and one about recycling, that do not involve team presentations. Part 2 (lessons 5-7) focuses specifically on environmental issues of land, air, and water, how they affect human health and what it takes to be responsible environmental citizens. In these lessons student teams make presentations to the class on their areas of expertise. Part 3 (lessons 8-9) provides the opportunity to integrate what has been learned in earlier lessons. Students present the results of their long-term assignments and experiments, and class members consider what they can do to preserve the environment. Included in the appendices are a glossary of special terms used in the module and a list of organizations to contact for further information about environmental issues. Worksheets and handouts for students are included. (LLL)

ED 329 840 CG 023 210

Giarratano, Susan

and that it thereby yields insights into the quality of the program. The second approach would look at programs from the "inside." Data would be collected on what actually happens in the training of students; such data would include content of courses, time students spend at various activities, and the nature of these activities. The outside approach was used in this study. Program features and admissions data for 81 programs were listed from analysis of American Psychological Association (APA) Catalogue and program literature. Based on an extensive literature review, three areas were studied, and three Likert-type rating scales were developed for ethics, professionalism, and supervision respectively. Overall, the programs say little about ethics and professionalism in their literature; supervision is mentioned more often. The discussion emphasizes the need for programs to deliberately include all three quality areas in describing their training, and further research involving an in-depth "inside" evaluation of master's-level clinical psychology training program curricula. (LLL)

ED 329 860 CG 023 230

Ulrich, Wendy Lynn
Multiple Assessments of Affective Context and Referral Practices in Secondary Classrooms.

PUB DATE - 21 Mar 91
NOTE - 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adolescents; *Affective Behavior; Affective Measures; Clinical Diagnosis; *Depression (Psychology); Diagnostic Tests, *Referral; Secondary Education; *Secondary School Students

While academia has largely ignored the problem of adolescent depression until fairly recently, secondary educators have been confronting its symptoms, correlates, and outcomes for years. Research shows that lay adults such as parents and teachers often fail to notice depression in young people who report extensive symptoms in a clinical interview. Goals of the research reported here include exploration of an expanded referral net that includes, in addition to referral by school personnel, self-referral, referral by peers, and screening using standardized instruments. Two models, based on direct research, are presented. The first model states that depression is more likely when perceived psychological demands on an individual exceed perceived resources available for meeting those demands. The second model suggests a useful framework for conceptualizing referral issues. Both quantitative and qualitative methods were used in interviews of approximately 350 students and 30 teachers in a rural middle school and high school in southeastern Michigan. Student depression was measured by self-report, interviewer observation, and teacher observation. While the quantitative data collected allowed for the establishment of normative standards and reliability tests for the instrument being developed, the qualitative data allowed each to serve as a check for the other, ensuring the validity of the findings and suggesting areas for further research. (LLL)

ED 329 861 CG 023 231

Lee, Courtland C., Ed.; Richardson, Bernard L., Ed.
Multicultural Issues in Counseling: New Approaches to Diversity.

attaining different training objectives. Ten training methods were assessed: (1) computer aided instruction (CAI); (2) programmed instruction; (3) lecture (with questions); (4) movie films; (5) television lecture; (6) sensitivity training; (7) case study; (8) conference/discussion; (9) role playing; and (10) simulation/games. These methods were assessed regarding their effectiveness for attaining six training objectives: knowledge acquisition; knowledge retention; attitude change; development of interpersonal skills; development of problem solving skills; and participant acceptance. Training practitioners (N=285) who are members of the American Society of Training and Development, responded to a questionnaire assessing their familiarity with training methods, the methods they use in their practice, and their opinion of the effectiveness of each of the 10 training methods studied for achieving each of the six training objectives. CAI received high ratings for knowledge acquisition and it was felt that CAI's effectiveness surpassed that of programmed instruction for all objectives except interpersonal skills. Lecture, television lecture, and movie films were perceived as less effective methods for all training objectives while case study, conference, role-playing, and simulation-games were seen as relatively effective methods for achieving objectives. The lecture method was reported as the most frequently used method, yet its relative effectiveness was low for all training objectives. Implications for practitioners are discussed. (NB)

ED 329 880 CG 023 252

National Household Survey on Drug Abuse: Population Estimates 1990.
Research Triangle Inst., Research Triangle Park, N.C.
SPONS. AGENCY - National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE - 91
NOTE - 114p.; For 1988 data see CG 023 253.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - *Alcohol Abuse; Cocaine; Correlation; Demography; *Drug Abuse; Family (Sociological Unit); Incidence; Marijuana; National Surveys; Trend Analysis

The 1990 National Household Survey on Drug Abuse is the 10th study in a series of national surveys to measure the prevalence of drug use among the American household population aged 12 and over. This report, which presents estimates of drug use prevalence for the civilian and noninstitutionalized population of the United States, is intended as a companion piece to the other reports generated for the 1990 National Household Survey. Population estimates are presented separately for the total population and for Whites, Hispanics, and Blacks. For each drug there are eight tables which are arranged to facilitate group comparisons. The data for the total population are presented by sex for each of the four age groups. Data in the remaining seven tables for each racial or regional category are presented first by age, then by sex, and finally for the total population in that racial or regional category. A prevalence section presents data for the illicit or nonmedical use of any drug, and for prevalence of the individual licit and illicit drugs, with separate data for the prevalence of phenocyclidine (PCP), heroin, cocaine and amphetamine use. The frequency and regularity of drug use during the past year are reported. Information is provided on the frequency of use in the past year for marijuana, cocaine, and alcohol. (LLL)

ED 329 881 CG 023 253

Reading response groups are an outgrowth of theories which suggest that: (1) meaning derived from text is highly individualized and personal, and (2) reader understanding is deepened through interactions among peers. A study examined the non-participation in one reading response group composed of four high-achieving adult readers who were experienced professionals and researchers in the field of reading/language development. The four subjects met at the annual meeting of the National Reading Conference and agreed to form a reading response group to maintain and share written response logs related to a book chosen by the group. For one entire year, however, group members sent no monthly response logs to one another nor did they even communicate with each other, although all members completed at least some reading and made some attempts to generate a response log. At the subsequent annual meeting, the members of the group agreed to write introspective, retrospective accounts of their "year of silence." Results indicated that: (1) the combination of unspecified task definition, mixed motives for group membership, and lack of group leadership created a condition of wide-ranging ambiguity which reduced the ability of group participants to identify the means for task completion; (2) task unfamiliarity and social/emotional concerns interacted with intrinsically high-risk tasks to produce an intolerable risk level; and (3) the combined impact of open-ended tasks with new task roles created a condition of high ambiguity/high risk which militated against successful completion of the task. Findings suggest that inhibiting factors associated with ambiguity and risk may seriously reduce, or remove entirely, the benefits expected from peer interactions in reading response groups. (RS)

ED 329 900 CS 010 450

King, Caryn M., Comp.; Bean, Rita M., Comp.
Literacy Instruction: Practices, Problems, Promises. Proceedings of the Annual Conference and Course on Literacy (37th, Pittsburgh, Pennsylvania, June 1990).
Pittsburgh Univ., Pa. School of Education.
PUB DATE - Jun 90
NOTE - 100p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - At Risk Persons; Basic Skills; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Literacy; *Reading Instruction; Reading Research; *Reading Writing Relationship; Remedial Programs; *Skill Development; Student Needs; Teaching Methods; Whole Language Approach; *Writing Instruction
IDENTIFIERS - Reading Motivation; University of Pittsburgh PA

This conference proceedings document contains 18 papers focusing on ideas and strategies for effective literacy instruction. Following opening remarks by Rita M. Bean, are four keynote addresses: "Toward Uncommon Sense Literacy Learning; Integrating Reading and Writing" (John Mayher); "Literacy Learning in At-Risk First Graders" (Diane DeFord); "Developing Motivated Readers: What Schools and Parents Can Do" (Dixie Lee Spiegel); and "Alternatives to the Regular Education Initiative" (James Kauffman). Next are five essays on the theme of Literature: Its Potential in the Classroom, written by local authors, librarians, and other professionals from the literacy community (Sally Alexander, Patricia Harrison Easton, Susan Kaufold, Elizabeth Segel, and Karen Waggoner). These essays are followed by papers from five

Seaver's career. High-knowledge subjects also tended to focus more on information given about Seaver's career than did low-knowledge subjects. Specific and general domain knowledge were so closely related that their effects could not be disentangled. A qualitative analysis of the protocols confirmed the general trends in the quantitative analysis. Results suggest both that domain knowledge and vocabulary have independent effects on comprehension and that these effects are on what is comprehended as well as on how much is comprehended. (Three tables of data are included; 20 references and 2 appendixes containing the reading selection and baseball terminology are attached.) (Author/KEH)

ED 329 920 CS 010 471

McDaid, Janet L.
Descriptive Analysis of Educational Equity and Grouping for Reading Instruction in First Grade Classrooms.

PUB DATE - Apr 91
NOTE - 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Ability Grouping; *Basal Reading; Classroom Research; Grade 1; Primary Education; Qualitative Research; Reading Research; Student Placement; Teacher Role; Teacher Student Relationship
IDENTIFIERS - San Diego Unified School District CA

An ethnographic study examined the issue of educational equity in student placement as it related to the first-grade reading program in the San Diego City Schools. Four first-grade classrooms from four different schools, one in each of the districts's four operations areas, were selected for study as being representative of the geographic location, school enrollment, racial/ethnic census, number of limited English proficient students, and participation in categorically funded programs. Data gathered included: observations of classroom instruction; simultaneous analysis of the observations to develop categories based on recurrent routines, events, and interaction patterns contained in the observations; interviews with teachers; and teachers' documents about individual students' progress through the basal textbooks. Results indicated that: (1) students with low reading skills received the same amount of instructional time as average and above-average readers; (2) very few students actually were moved into different reading groups during the year; (3) students received their reading instruction in achievement groups and continued working with their group members for seatwork and with the classroom aide during the reading period; (4) untrained aides were used for small group work with students; and (5) teachers closely followed the instructional approach prescribed in the teacher's guide for all groups. Findings suggest that by following the basal reader textbook almost exclusively and placing students into achievement groups, the district's reading program was not providing all first grade students with equal opportunities to receive the highest quality reading instruction. A brief postscript to the study adds the information that, during 1990-91, the school district began implementing a new English language arts program using a literature-based and integrated approach to the teaching of the language arts. (RS)

ED 329 921 CS 010 472

Education; Hypermedia; *Instructional Effectiveness; Man Machine Systems; *Models
IDENTIFIERS - Knowledge Acquisition

Addressing the need for a framework to distinguish the conditions under which different types of educational computing environments are productive, this paper proposes a cognitively based Contextual Analysis Framework consisting of two primary elements: (1) conceptual characteristics of the knowledge domain being learned, including the complexity of the concepts and tasks and the degree of orderly and regular conceptual structure of the knowledge domain; and (2) stage of learning (novice, advanced) of the learner within the knowledge domain. The paper analyzes the characteristics of different types of computer-based learning environments (such as computer-based drill, intelligent tutoring systems, hypertext) in terms of the Contextual Analysis Framework. The paper argues that the failure to consider important contextual elements of learning related to conceptual characteristics of the domain and the stage of the learner could result in otherwise well-designed instructional computing technologies being used in inappropriate learning situations. (Eight footnotes are included; 40 references are attached.) (RS)

ED 329 939 CS 010 491

Scott, Judith A.; Nagy, William E.
Understanding Definitions. Technical Report No. 528.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Context Clues; *Definitions; Grade 4; Grade 6; Intermediate Grades; Reading Research; *Vocabulary Development
IDENTIFIERS - Word Choice

Two studies examined children's misunderstandings in using dictionary definitions to comprehend the meaning of a new word. Subjects in the first study, 38 male and 22 female fourth-grade students from four classes in a medium-sized midwestern town, were given two similar judgment tasks: (1) students were given a definition for a new word and asked whether the definition made sense for the given sentence; and (2) students were given the sentences first and asked whether the definition made sense for the new word in the sentence. Results indicated that the students treated fragments of definitions as representing the meaning of the word defined; and that the tendency to make such errors was essentially the same at all levels of reading ability. Subjects in the second study, 55 fourth-grade students and 45 sixth-grade students from the same school district as the first study, were given definitions in three formats (conventional, conventional definitions plus example sentences, and nonconventional definitions) and asked to decide which definitions made sense. Results of the second study indicated that students in both grades chose inappropriate sentences using fragments of definitions with regularity; and that this type of error was not conditioned by definitional format. (Nine tables and two figures of data are included; 45 references are attached.) (RS)

ED 329 940 CS 010 492

Meyer, Linda A.; And Others

written word, the arts, interdisciplinary study, and articulate exchange of ideas and feelings among students. Fifteen sources for further reading are provided. (RS)

ED 329 961 CS 212 709

Petko, Michael C.
Using Audience Awareness To Stimulate Interest in Writing Effectively.

PUB DATE - Jan 91
NOTE - 65p.; M.S. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043), Reports - Research/Technical (143)
DESCRIPTORS - Audience Analysis; *Audience Awareness; Grade 9; High Schools; High School Students; Peer Evaluation; *Student Attitudes; *Student Motivation; *Writing (Composition); Writing Assignments; *Writing Attitudes; *Writing Improvement; Writing Instruction
IDENTIFIERS - Florida; Writing Development

A practicum was developed to determine whether the motivation of a private school's ninth grade English class (18 students) could be increased by gearing the course toward a specified, authentic public audience and whether an increase in motivation would positively affect the quality of and attitude toward writing assignments and the use of critical analysis. A program was developed which incorporated audience-based strategies into the current writing curriculum. After completing a pre-project attitude questionnaire, students completed four writing assignments and responded to an attitude questionnaire upon the completion of each assignment. The students also completed a post-project attitude questionnaire which was used to determine any improvement in students' attitude toward the importance and relevance of writing well. The writing assignments included an editorial project, a short story unit, composing business letters, and writing anecdotes. Results of the program showed a positive correlation between audience specification and motivation. Knowing their audience helped motivate students to write more effectively and to analyze and revise their writing more frequently. (Appendixes include a pre- and post-project attitude questionnaire, attitude questionnaires for each of the four projects, and a teacher evaluation checklist. Thirteen references are attached.) (Author/MG)

ED 329 962 CS 212 711

Belanoff, Pat, Ed.; And Others
Nothing Begins with N: New Investigations of Freewriting.

PUB DATE - 91
NOTE - 327p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Audience Awareness; Creative Writing; Critical Thinking; Elementary Secondary Education; *Free Writing; Higher Education; Rhetorical Invention; Theory Practice Relationship; *Writing Exercises; *Writing Instruction; Writing Research; *Writing Strategies

information, excerpts of criticism, and reference books on illustrators); (2) Books (dealing with Library of Congress subject headings and ALADDIN--online catalog); (3) Periodical Indexes (dealing with locating book reviews and with InfoTrac); (4) PASL (Periodicals and Serials List); (5) Collections of Essays; and (6) Historical Children's Books Collection. (SR)

ED 329 983 CS 212 733

Van Noate, Judith, Comp.
Poetry: Sources for Criticism.
North Carolina Univ., Charlotte. J. Murrey Atkins Library.
PUB DATE - 90
NOTE - 18p.; For other guides in this series, see CS 212 732-739. Small print on some pages may affect legibility.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Authors; English Literature; Higher Education; Library Guides; *Library Materials; Library Skills; *Literary Criticism; *Poetry; *Reference Materials
IDENTIFIERS - University of North Carolina Charlotte

This handout is a guide to library resources in the J. Murrey Atkins Library at the University of North Carolina-Charlotte for the criticism of poetry. The guide enables the reader to find sources of criticism on poetry, including critical articles and essays about single poems, or writings on the work of a single author. The guide's sections cover four sources of criticism: (1) Bibliographies on the work of single authors; (2) Reference books; (3) Checklists and Collective Biographies (on criticism of individual poems and for in-depth research); and (4) indexes to journal articles. (SR)

ED 329 984 CS 212 734

Van Noate, Judith, Comp.
Romantic American Literature: Sources for Criticism. A Research Guide.
North Carolina Univ., Charlotte. J. Murrey Atkins Library.
PUB DATE - 90
NOTE - 23p.; For other guides in this series, see CS 212 732-739. Small print on some pages may affect legibility.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Authors; English Literature; Higher Education; Library Guides; *Library Materials; Library Skills; *Literary Criticism; *Nineteenth Century Literature; *Reference Materials; *Romanticism; *United States Literature
IDENTIFIERS - University of North Carolina Charlotte

This handout is a guide to library resources in the J. Murrey Atkins Library at the University of North Carolina-Charlotte for the criticism of Romantic (19th century) American literature. The guide explains important reference sources in the Atkins library reference collection and how to find biographical and critical information in books and periodicals. The guide's sections cover of debate. (SG)

ED 330 006 CS 507 407

Neff, Bonita Dostal
Toward More Emphasis in International Public Relations Research and Education: A USA Perspective.

PUB DATE - May 89
NOTE - 12p.; Paper presented at the Annual Meeting of the International Communication Association (San Francisco, CA, May 25-29, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Communication Research; *Cross Cultural Training; Cultural Context; *Curriculum Development; Global Approach; Higher Education; Mass Media Role; *Public Relations; *Speech Communication
IDENTIFIERS - *Curriculum Emphases; *International Public Relations

International public relations continues to be a rare experience in most public relations curriculums, but courses are found in journalism and business. The emphasis, however, is slightly different. Business departments emphasize international economic principles to be supported by public relations, whereas journalism stresses issues management and public information policies in multinational corporations/organizations. A new model has been developed which incorporates the international perspective into a public relations curriculum if constraints will not allow a specialized course. Internship experiences as well as textbook choice can provide an ongoing international public relations experience. Lastly, there remains a large international concern about the uses of public relations in the international arena. Practitioners who are insensitive to multicultural needs and cultures that do not uphold the public relations principles are two concerns. This area needs to be addressed fully and most certainly in an international arena. (Two tables and one diagram are included.) (SG)

ED 330 007 CS 507 408

Neff, Bonita Dostal; Brown, Robert
The Development of Public Relations To Meet the New European Market.

PUB DATE - Jun 90
NOTE - 16p.; Paper presented at the Annual Meeting of the International Communication Association (Dublin, Ireland, June 22-29, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Change Strategies; Communication Research; Economic Change; Foreign Countries; Global Approach; Occupational Surveys; Professional Education; *Public Relations
IDENTIFIERS - Common Market (Europe); Europe; *European Community; Global Studies; *International Business

The development of public relations follows when economic development and democracy thrive. EC 1992, with its plans for the European Common Market Community, is a public relations opportunity for U.S. public relations firms. In a survey of 31 firms, 6 owned or were owned by networks, 17 had membership in a local schools and community agencies to develop a handbook detailing acceptable, proven guidelines for appropriate interventions. This volume of the handbook series is designed to provide educators with appropriate responses to students at risk for suicide. Topics include: immediate crisis intervention processes, long-term prevention considerations, and community resources available to assist in the prevention of youth suicide. Also discussed are suicide prevention training, policy and procedure development, and legal requirements. Examples of district suicide prevention, intervention, and postvention policies and guidelines are provided along with forms that schools and districts have developed for these purposes. (38 references) (MLF)

ED 330 027 EA 022 616

Allen, Jeanne; McLaughlin, Michael J.
A Businessman's Guide to the Education Reform Debate. The Backgrounder No. 801.
Heritage Foundation, Washington, D.C.
PUB DATE - Dec 90
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Adult Basic Education; Competition; Dropout Rate; *Education Work Relationship; Elementary Secondary Education; Free Enterprise System; Illiteracy; *Labor Force Development; Preschool Education; *School Business Relationship; *School Choice; *School Restructuring
IDENTIFIERS - *Partnerships in Education

Angered by the continued worsening of public school quality despite 1980s reform efforts and growing business-education partnerships, many American business leaders claim that money and concern are not enough. Boosting teacher salaries and reducing class size have yielded poor results. Business's general dismay with public school performance has been aggravated by the rising cost of employee training and the difficulty of finding qualified employees, a problem which affects American companies' competitiveness. To mobilize their communities, business leaders must arm themselves with data concerning education's failures and challenge the "spend more" arguments and other commonly accepted educational reform myths. Examination of recent National Assessment of Educational Progress results disclose deficiencies in reading, math, and science. Scholastic Aptitude Test scores show a significant decline since 1963. Myths concerning the necessity for increased spending, big government programs, and early childhood education for poor children; the national dropout rate; traditional teacher certification; and school-based management as a panacea are explained. Since competition is the key to success in the marketplace, corporate executives look to school choice as a way to break up the public school monopoly and allow consumers greater choices. Businesses should insist on educational choice as a condition of their monetary investment in the schools. (MLH)

ED 330 028 EA 022 624

Layne, Donald J.; Grossnickle, Donald R.
Real School Safety Depends upon Safe-Oriented Discipline Policies.

PUB DATE - Oct 90
NOTE - 22p.; Paper presented at the Annual Meeting of the Illinois Principals Association (Chicago, IL, October 21-24, 1990). Appended training rules form will not reproduce legibly.

should address. Following a discussion of substantive and procedural rights and sources of school law, students' specific rights and responsibilities are detailed. A section on student rights and procedures regarding disciplinary sanctions includes information on due process; suspensions and expulsions; lowering grades and denial of credit; corporal punishment; and other sanctions. Issues commonly raised regarding student behavior outside of school and the punishment of handicapped students and of 18-year-olds are addressed, and concerns such as police in schools, drug and alcohol abuse, and child abuse that are shared by schools and outside agencies are examined. A brief section on grievances and appeals concludes that each district must develop a process that is effective in light of its own needs. The final section provides an explanation of a code development process that outlines achieving broad based participation; steps in developing and drafting a code; and distribution of the code. The State Board of Education Resolution, information on finding legal cases, and a feedback form are appended. (12 references) (CLA)

ED 330 047 EA 022 756

Universal, Ted; And Others
Time Management: Managing Instructional Time To Enhance Program Congruence.
New York State Education Dept., Albany.
PUB DATE - 90
NOTE - 42p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Elementary Secondary Education; *Participative Decision Making; *Planning; *Program Implementation; *Teacher Participation; *Time Management
IDENTIFIERS - *New York

This document is intended to provide school districts with information and ideas to help them develop districtwide philosophies concerning congruent planning, organize for efficient program management, create time for teachers to plan collaboratively for instruction, and develop documentation to monitor student progress. To enlist teacher support and commitment for the congruent planning process, districts must offer training programs, provide for summer curriculum alignment projects, jointly establish and refine program goals and performance objectives, encourage sharing of units and lesson plans, demonstrate workable strategies, involve all teachers in planning, and share interdisciplinary themes for study units. To facilitate effective planning, an overall procedure or program should be developed and roles should be clarified. Ten ideas are presented for aiding this process; 10 more are suggested for helping teachers find time to collaborate without shortchanging students. Seven other ideas are suggested for documentation, which should be student-centered, efficient, and instructionally meaningful. The 13 appendices detail major issues regarding congruence planning; offer tips for teachers; present sample planning, cooperative teaching, and scheduling models; outline collaborative teaching activities; and present a sample cooperative planning document. (9 references) (MLH)

ED 330 048 EA 022 757

The Congruence between Instructional Support Services and Core Classroom Programs: Regent's Policy Paper.

management may stimulate a redistribution of informal power or influence, there is little evidence that significant, long-lasting, or widespread changes are occurring either in the exercise of teachers' professional expertise or in parent participation at school-based management sites. Teachers are involved in issues peripheral to fundamental instructional content or methodology and seldom experience change in roles and responsibilities. Parents most commonly function only as advisors or endorsers of decisions already made. Although input into school-site decision making initially enhanced participants' morale and motivation and stimulated school improvement efforts, recent research shows a clear decline in satisfaction and involvement after the initial energizing effects wear off. School-based management has not fulfilled its promise due to problems with delegating and distributing authority. The ability of school-based management to bring about enduring school improvement hinges on how effectively it is linked with shared decision making. Shared decision making can close the gap between the promise and the reality of school-based management by harnessing the energies currently expended to manage, flee, or subvert an unresponsive system. (10 references) (MLH)

ED 330 071 EA 022 788

Clem, Stephen C.; Wilson, Z. Vance
Paths to New Curriculum.
National Association of Independent Schools, Boston, Mass.
PUB DATE - 91
NOTE - 116p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Curriculum Development; *Curriculum Evaluation; Educational Development; Educational Environment; Educational Planning; Elementary Secondary Education; Hidden Curriculum; Participative Decision Making; *Private Schools; Problem Solving; Resistance to Change; School Effectiveness

After acknowledging the complexity and importance of curriculum change, this document offers suggestions for involving students, parents, board members, and graduates in curriculum review. Information on empowering teachers, promoting growth in all adults, and encouraging collaboration is provided as well as necessary steps in curriculum review. School culture, characteristics of successful schools, and existing barriers to curriculum change are examined, and suggestions to overcome barriers to change are offered. Also discussed are time management and scheduling for curriculum review; the value of educational research; strategies for pursuing individual and school learning; and the difference between content agenda and skill agenda. In addition, a series of clarifying exercises for curriculum reviews focused on the internal workings of the school or on outside resources are provided and the hidden and null curricula are explored. Last, a sample process and specific questions for curriculum review are presented that address the following steps: (1) seeing the need for change; (2) getting started; (3) identifying the existing curriculum; (4) researching; (5) setting goals; (6) implementation; and (7) evaluation. Forty-eight written resources, 23 professional contacts and 12 government-associated contacts are appended. (CLA)

ED 330 072 EA 022 789

provided. Appendices include information on retroactive code provisions, fire inspection zones, and leased facilities as well as a formula for certificates of occupancy and the format for the violation correction plan. Also appended are Section 155.3 and Section 155.4 of the Regulations of the Commissioner of Education and Section 807-a of the Education Law: Fire Inspections (June 1982). (CLA)

ED 330 091 EA 022 816

Strategies for Organizing Instructional Support Services.
New York State Education Dept., Albany.
PUB DATE - Jan 91
NOTE - 40p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Compensatory Education; Educational Responsibility; *Educational Strategies; Elementary Secondary Education; *Federal Regulation; Individual Instruction; Instructional Systems; Preschool Education; *Program Design; *Remedial Programs; Team Teaching; Tutorial Programs

This document provides an overview of the nature of nine strategies for providing instructional support services and the advantages, disadvantages, and role of Chapter 1, Pupils with Special Education Needs (PSEN), and Pupils with Compensatory Education Needs (PCEN) funds in each. The strategies are: (1) the pull-out approach; (2) the in-class coteaching approach; (3) the pull-aside approach; (4) the high school team teaching approach; (5) preschool programs; (6) the reduced class size approach; (7) replacement (extended pull-out) projects; (8) add-on projects; and (9) the multiple-funded approach. Appendices include six structural models for conducting in-class support programs; two examples of replacement projects at the elementary school level and three at the secondary school level; examples of supplementary services for Limited-English-Proficiency (LEP) students; and sample formulae for PSEN reduced class size projects. (CLA)

ED 330 092 EA 022 817

Kroeger, Marianne; And Others
Choice: Implementation Issues. A National Perspective. Policy Briefs Number 3.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 89
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Change Strategies; *Educational Innovation; Elementary Secondary Education; *Nontraditional Education; *Organizational Change; *School Choice; School Organization; School Restructuring; *State Legislation
IDENTIFIERS - Illinois; Indiana; Iowa; Michigan; Minnesota; Ohio; Wisconsin

While the concept of choice is not new to families able to take advantage of the available options, the idea of giving parents nearly total freedom in selecting their children's public school is new. Proponents of choice claim it results in higher test general understanding of different school and district organizational structures, procedures, and operations; (3) to develop specific knowledge in systems administration theories; (4) to provide diverse educational administration experiences; (5) to provide experience in management strategies, curriculum development, budget preparation, leadership development, and building/district operations; (6) to provide specific experience in programmatic and personnel evaluation; and (7) to help individual visions of school mission and specific strategies for communicating and actualizing these visions. Effective internships address the intern's strengths, weaknesses, knowledge base, and interpersonal skills; the internship site; the site and university supervisors' abilities and values; and the programmatic objectives. (14 references) (MLH/Author)

ED 330 114 EA 022 858

The Impact of Class Size on Teaching and Learning. A Position Paper.
New York State School Boards Association, Albany.
PUB DATE - 89
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Academic Achievement; *Class Size; Cooperation; *Educational Policy; Elementary Secondary Education; Faculty Workload; Learning; *School District Autonomy; Staff Development; Teacher Effectiveness; *Teaching Methods
IDENTIFIERS - *Empowerment; *New York; Professionalism

Hoping to inspire greater cooperation among local school boards, administrators, teachers, and state officials, this paper reviews class size research and analyzes effective instructional methods and student learning related to class size issues. The New York State Board of Regents should not standardize class size, since standardization undercuts local options and school building leadership, curtails district flexibility in implementing mandated improvements, and undermines teacher professionalism. Small classes cannot by themselves influence learning; policy should account for numerous factors, including teacher attitudes and expectations, subject matter taught, instructional methods used, and student age. Financial demands and public accountability must be balanced against the ideal of small class size. Promising methods to obtain the effects of small classes without appreciably increasing staff size should be considered, including cross-age and peer tutoring, developmental programs, learning centers, pull-out programs, split scheduling, subject matter grouping, and team teaching. Increasing time spent on academic learning is an important goal. Policy and practice must focus on promoting extensive subject matter coverage, achieving a high individual success rate, and active involvement in instructional tasks. Staff development may be the single most important method to alter patterns of student achievement. Adequate training in small-group methods is also desirable. (20 references) (MLH)

ED 330 115 EA 022 866

Federal Legislation and Education in New York State.
New York State Education Dent., Albany.
PUB DATE - Feb 91
NOTE - 73p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)

Intended for use by parents of children and youth with disabilities, this guide offers guidelines for planning for a smooth transition into a new special education placement necessitated by a family move. The question-answer format addresses such questions as the following: "Will the school in my new neighborhood offer special education programs?"; "How can I learn more about the federal laws and regulations?"; "How can I learn about the state laws and regulations?"; "When should I start this process?"; "Why get in touch with parent or disability groups?"; "What about early intervention and preschool programs?"; "What about high school students' transition and work opportunities?"; "What do I do about Supplemental Security Income benefits?"; "What if we are a military family?"; "What do I do with all these records?"; "Should I mail the records to the new school?"; "Should I pack the records?"; "How do I keep all these records, meetings, eligiblity requirements and letters straight?"; "How long will it take to get my child settled into the new school?"; and "What if there are problems, if my child's placement is delayed, or if I disagree with the placement?". A checklist of common planning tasks is included. (DB)

ED 330 134 EC 300 104

Horne, Richard, Ed.
Accessing Programs for Infants, Toddlers, and Preschoolers with Disabilities.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - Sep 90
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Vocabularies/Classifications (134), Collected Works - Serials (022)
DESCRIPTORS - Adopted Children; At Risk Persons; Delivery Systems; *Disabilities; *Early Intervention; Federal Legislation; Foster Children; Infants; Military Personnel; Preschool Children; Preschool Education; Recordkeeping; Services; *Special Education; Student Evaluation; Toddlers
IDENTIFIERS - Education for All Handicapped Children Act; Education of the Handicapped Act Amendments 1986; *Individualized Family Service Plans

Intended for use by parents of infants, toddlers and preschoolers, this guide presents, in question and answer format, basic information about early intervention and special education services. Questions about services for the period from birth through 2 years include the following: "What are early intervention services?" "What is an assessment?" and "What is an Individualized Family Service Plan?" Questions about special education programs for children ages 3 through 5 include: "What should I do if I think my preschool child needs special education?"; "Whom do I contact first for help?" and "Will I have to pay for the assessment or for services my child is eligible for?" Next are questions and answers specifically about programs and services for rural, American Indian, adoptive/foster, and military families. A parent's dictionary provides definitions of 40 terms commonly encountered in special education. Brief summaries are also provided of the major provisions of Public Law

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - *Adult Basic Education; Adult Literacy; Adult Reading Programs; *Beginning Reading; *Content Area Reading; *English (Second Language); Hearing Impairments; *High Interest Low Vocabulary Books; Instructional Materials; Readability Formulas; *Reading Material Selection; Reading Skills; Workbooks

This edition is an annotated list of 390 literacy materials for adult new readers. All the materials are written on an eighth-grade level or below. These paperback instructional titles, many in workbook format, are for use with adult basic education (ABE) and English-as-a-Second-Language (ESL) students. The introduction includes guidelines for identifying and evaluating ABE and ESL books. Titles listed in the bibliography are divided into the following categories: leisure reading, biography, community and family life, jobs, reading and writing, arithmetic, science, religion, the world and its people, ESL, and materials for tutors and teachers. Within each of these categories, the book titles are listed alphabetically. Each entry provides author, publisher, publication date, Gunning Fog readability level, annotation, ESL level (when appropriate), components, pages, International Standard Book Number, price, and series title. The bibliography also contains charts that identify the ABE and ESL skill levels of the books. The document includes nine appendices: (1) the Reader Development Program (RDP); (2) the Gunning Fog Index; (3) materials for deaf adults; (4) a 30-item literacy resource directory; (5) ordering procedures for RDP materials; (6) a list of branches of the Free Library of Philadelphia; (7) addresses of publishers and distributors; (8) an RDP publication order form; and (9) a materials recommmendation form. The book is indexed by author and title/series. (KC)

ED 329 649   CE 055 517

Career Education Infusion Task Force Report and Recommendations 1988-89.
Florida State Dept. of Education, Tallahassee.
PUB DATE - 89
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Academic Education; Career Development; *Career Education; Career Planning; Curriculum Development; *Economics Education; Educational Planning; Elementary Secondary Education; Inservice Teacher Education; *Integrated Curriculum; Postsecondary Education; Preservice Teacher Education; State Programs; Statewide Planning; Student Organizations; *Technology
IDENTIFIERS - *Florida; Technology Education

This report presents findings of a Florida task force that focused on the integration of career, technology, and economic concepts into the academic curriculum. It contains the mission statement for the public school experience, lists student outcomes to be assessed at high school graduation, and defines career development and economic, technology, and vocational education. The task force's 10 recommendations are summarized. Members of the task force and of the Florida Commission on Vocational Education are listed, and background information on the task force is provided. Each of the 10 recommendations is then set forth in detail. The

ED 329 667 CE 057 049

McComas, Marcella, Ed.
Marketing Education National Research Conference Report (Houston, Texas, April 10-12, 1987).
Auburn Univ., Ala.; Houston Univ., Tex.; Pittsburgh Univ., Pa.
PUB DATE - 87
NOTE - 143p.; For related proceedings, see CE 057 047-052.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Academic Achievement; *Business Education Teachers; Career Planning; Curriculum Development; *Distributive Education; *Distributive Education Teachers; Economics Education; *Educational Research; Entrepreneurship; High Schools; Job Skills; *Marketing; Nominal Group Technique; Postsecondary Education; Sales Occupations; School Business Relationship; Self Concept; Teacher Education; Teacher Educators

Eight presentations are included in these proceedings: "Concerns of Secondary, Marketing Education Teachers in Illinois: Implications for the Profession" (Ralph Wray); "Differences in Self-Concept and Achievement of Vocational, Academic, and Academic-Vocational Students" (Margie Crocker, Jack Crocker); "The Identification of Critical Areas Contributing to the Current Sales Position for the Greensboro Area in Relation to Other North Carolina Cities: Application of the Nominal Group Technique" (Stephen Lucas, Benton Miles); "Pennsylvania Marketing Education Implementation of Entrepreneurship Competencies" (Frank Palmieri); "Importance and Emphasis Placed on the National Core Curriculum Competency Area Foundations for Marketing: An Alabama Study" (Michael Littman); "Linking with Business: A Marketing Skill for Vocational Education Survival" (Sharon O'Neil, Katy Greenwood); "A Study to Determine the Relationship between the CPP (Career Planning Program) Test Scores of Retail Marketing Students and Their Scores in Economics" (Sandra Taylor); "A Comparison of Georgia and Texas Secondary Marketing Education Teachers' Perceptions of the 1984 National Curriculum Consensus Outcome Statements" (Tracy Trussell, Marcella McComas). (NLA)

ED 329 668 CE 057 050

Palmieri, Frank, Ed.
Marketing Education National Research Conference Report (Pittsburgh, Pennsylvania, April 15-17, 1988).
Auburn Univ., Ala.; Pittsburgh Univ., Pa.; University of West Florida, Pensacola.
PUB DATE - 88
NOTE - 141p.; For related proceedings, see CE 057 047-052.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Business Education; *Cognitive Style; *Distributive Education; Educational Research; Employer Attitudes; Higher Education; Job Application; *Marketing; Planning; Public Relations; Secondary Education; Standards; Student Recruitment; Teacher Attitudes; *Teacher Education; *Teaching Methods

These proceedings contain eight presentations related to research in the areas of marketing and distributive education: "Desired Student Preparation in the Job Application Process as Perceived by the Business Community" (Thomas Allen, Jr.); "Effective Marketing Techniques for Collegiate Business Education Programs" (Ralph Wray); "Alabama Marketing Professors' Ratings of Curriculum Content Areas in Marketing Education" (Michael Littman); "Creative Conference Planning" (Stephen Lucas et al.); "A Report of regarding project continuation, advisory committee formation, newsletter continuation, expansion of the needs assessment, and support of statewide workshops. (Following the 15-page report are these appendixes: survey instrument; staff development responses matrix; correspondence; ExChange newsletters; needs survey and results; and workshop materials.) (YLB)

ED 329 685 CE 057 085

Lee, Howard D.
VTAE CIM Conference (Menomonie, Wisconsin, June 6-7, 1990). Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY - Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE - Jun 90
NOTE - 171p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Articulation (Education); *Computer Assisted Manufacturing; *Computer Oriented Programs; Curriculum Development; Educational Improvement; Evaluation Methods; High Schools; Postsecondary Education; Professional Development; *Program Implementation; Technical Institutes; *Vocational Education; *Workshops
IDENTIFIERS - *Computer Integrated Manufacturing; Vocational Technical Adult Education Districts; Wisconsin

This document reports on a workshop conducted to bring together vocational, technical, and adult education colleges and the University of Wisconsin-Stout staff members who are working with computer-integrated manufacturing (CIM). Participants discussed current program content, identified areas that need further development, and determined how these programs can be articulated. They also worked on articulation with high schools in the area. Following a brief summary of the workshop, the document contains outlines, agendas, handouts, participant lists, a CIM strategic plan, slide script about CIM at John Deere, summaries of CIM project development at seven Wisconsin technical colleges and the University of Wisconsin-Stout, a paper titled "Articulation: The Key to Educational Transition for Students" (J. Timothy Mero), handouts from a presentation on the future of CIM, and workshop evaluation results. (KC)

ED 329 686 CE 057 086

Lee, Howard D.
Elements of Instruction. VTAE Workshop 90. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY - Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE - Jun 90
NOTE - 168p.; For a report of an earlier workshop, see ED 321 078.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Adult Education; Adult Educators; Behavioral Objectives; Classroom Techniques; Competency Based Education; Decision Making; Inservice Teacher Education; Instructional Effectiveness; *Learning Strategies; *Mastery Learning; Postsecondary Education; Secondary Education; Self Evaluation (Individuals); Teacher Improvement; *Teacher Workshops; *Teaching

PUB DATE - Dec 90
NOTE - 58p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - *Academic Achievement; Adult Basic Education; *Adult Education; *Cost Effectiveness; Economic Impact; *Educational Finance; Expenditures; High School Equivalency Programs; *Program Effectiveness; State Programs
IDENTIFIERS - *Utah

This report describes the educational and economic achievements and challenges of the Utah adult education program in a statistical outline and in a chart format. Section A outlines general achievement information: numbers of Utah adults without a high school diploma; total enrollees; educational achievements (attendance, diploma or passage of equivalency test, received credits); and economic achievements (obtained job, obtained better job, unemployed served). Section B consists of two tables: economic investment balance sheet--adult basic education (ABE) and adult high school (AHS) economic achievements (dollars expended and estimated dollars saved or returned on investment) and economic return on the fiscal year 1990 ABE and AHS programs. Section C is a summary that illustrates the cost effectiveness of the adult education program. Section D contains 24 charts, including program appropriations by source and fiscal year; ABE and AHS enrollees by fiscal year, age categories, sex, and racial and ethnic groups; profile of ABE and AHS enrollees upon program entry; educational achievements of enrollees; economic achievements of enrollees; AHS impact data; ABE and AHS students leaving the instructional program and reasons; number of personnel by type of job preferred; AHS graduates; special adult education program data; and General Educational Development program achievements. (YLB)

ED 329 705 CE 057 141

Vocational Education Tool and Equipment Inventory. April 1988 Update.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE - Apr 88
NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Community Colleges; *Educational Finance; Educational Needs; *Equipment; *Program Effectiveness; *Purchasing; Regional Schools; Secondary Education; *State Legislation; Technological Advancement; Two Year Colleges; *Vocational Education; Vocational Schools
IDENTIFIERS - Area Vocational Technical Schools; *Pennsylvania

A study was conducted to determine if the Pennsylvania vocational education system could deliver cost-effective training needed by business and industry and to establish the adequacy of tools and equipment for this purpose. Information was obtained from a multiple-item survey sent to 71 area vocational schools, 61 comprehensive high schools, and 14 community colleges that received funds under the distribution procedures established in Act 1984-107. Some of the results of the 144 responses are the following: (1) new equipment proposals are made to the governing board as required; (2) tools increased in value about 50 percent over the last 3 years since passage of the act; (3) all program areas reported increases in overall tool and equipment values, except in area vocational schools' agriculture and business

Vocational Education.
PUB DATE - 30 May 89
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Bilingual Education; *Daily Living Skills; English (Second Language); High Risk Students; High Schools; *Limited English Speaking; *Program Effectiveness; Program Implementation; *Pupil Personnel Services; *Refugees; Second Language Instruction; Vocational Education

A cooperative program was conducted by the Connections Program of Catholic Charities of Richmond, Virginia, the Chesterfield and Henrico County Schools and the Richmond City Schools to provide bilingual education for high-school-age refugees. In Chesterfield and Henrico Counties, Connections provided the project director, bilingual assistance, instruction in job readiness and independent living skills, and supportive services to the schools. The school systems provided instructors, facilities, and materials for all vocational and English-as-a-Second-Language (ESL) courses. Richmond City Schools received bilingual assistance in vocational classes. The full program consisted of the following components: outreach, referral, assessment, admission, ESL (regular, vocational, and content), independent living skills, job readiness skills, and bilingual vocational training. During the program, which ran through the school year 1988-89, 52 students were served, and only three students dropped out. All project objectives were achieved, resulting in a significantly higher success rate for these students than for the general limited-English-proficient (LEP) population. Many of these at-risk students chose to remain in school to receive their diploma. Feedback from students, teachers, school administrators, and supervisory personnel was all positive; all concerned requested that the program be continued for the 1989-90 school year. (Appendices contain guidelines for conducting vocational assessments of LEP students, vocational ESL teaching strategies, members of participants in the bilingual program, and a paper titled "Limited English Proficient Students: A New Vocational Clientele" by Mary Beth Ryan.) (KC)

ED 329 725 CE 057 202

Blocker, Richard D.
Development and Implementation of Career/Vocational Assessment Centers in the Public Schools of Arlington, Virginia. Final Report.
Arlington County Public Schools, Va.
SPONS. AGENCY - Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE - May 89
NOTE - 30p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Career Counseling; Career Education; *Career Guidance; *Career Planning; *Counselor Training; Dropout Prevention; High Risk Students; High Schools; Inservice Education; Models; *Potential Dropouts; Program Development; *Program Implementation; School Counselors; Student Evaluation; Vocational Aptitude; Vocational Education; *Vocational Evaluation
IDENTIFIERS - Arlington Public Schools VA

This project, conducted under the Carl D. Perkins Vocational capacity; enhanced teacher professionalism; accreditation of area vocational-technical schools; compatible databases; technical institutes; vocational-technical education in grades 8, 9, and 10; vocational-technical education in grades 11 and 12; interdisciplinary curriculum; and student educational development plans. (34 references) (YLB)

ED 329 744 CE 057 276

Kurth, Paula K.; Grossman, Gary M.
The Pennsylvania Report: A New Agenda for Vocational-Technical Education. Final Report. Volume II: Data and Instrumentation.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS. AGENCY - Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE - Aug 89
NOTE - 214p.; For volume I, see CE 057 275.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Vocational Education; Articulation (Education); Curriculum Development; Data Analysis; Data Collection; Educational Administration; Educational Assessment; *Educational Change; Educational Development; *Educational Improvement; Educational Planning; Educational Research; Instructional Leadership; Interviews; Job Skills; Job Training; Labor Force Development; Postsecondary Education; Professional Development; Program Development; *Program Evaluation; Secondary Education; *State Programs; Statewide Planning; Surveys; *Vocational Education
IDENTIFIERS - *Pennsylvania

This document accompanies a narrative volume that reports a study of Pennsylvania's vocational education system. It contains the instrumentation, participant lists, and all other supporting documentation. Chapter 1 is a data analysis of the open-ended interviews and second Delphi questionnaire that were used to determine the strengths and weaknesses of vocational-technical education in Pennsylvania. Results of interviews with 179 individuals are included. The analyses are organized by the five general areas of concern that emerged: governance and administration; leadership; research, planning, evaluation, and professional development; program development; and curriculum. Data are provided in 44 tables. Chapter 2 provides comprehensive policy Delphi results. Chapter 3 contains information from other states, including nine tables with comparative data; a report on Illinois' movement to regional systems under the Education for Employment Title; a report on outcome-based education in Minnesota; and a report on an evolutionary approach in Ohio. Chapter 4 provides the interview questions, vocational education study questionnaire, and second-round policy Delphi questionnaire. Chapters 5 through 9 contain the mailing list for the Delphi surveys; list of interviewees; policy Delphi meeting minutes and participant list; external review panel meeting minutes; and calendar of activities. (YLB)

ED 329 745 CE 057 277

Sua, Dangbe Wuo
Determining the Use of Self-Directed Learning among Adult Male Students at Lake Correctional Institution.

PUB DATE - 90
NOTE - 27p.

Harvey, Barbara, Comp.; McGinty, Suzanne, Comp.
Learning My Way. Papers from the National Conference on Adult Aboriginal Learning (Perth, Western Australia, September 1988). A Special Edition of Wikaru 16.
Western Australian Coll. of Advanced Education, Perth. Inst. of Applied Aboriginal Studies.
PUB DATE - Sep 88
NOTE - 273p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Adult Basic Education; *Adult Education; *Adult Learning; Adult Literacy; *Cognitive Style; Cultural Differences; *Cultural Pluralism; Developed Nations; *Ethnic Groups; Foreign Countries; Higher Education; Illiteracy; Literacy Education; Multicultural Education
IDENTIFIERS - *Aboriginal People; *Australia

These 31 papers dealing with adult aboriginal learning are divided into three sections. The keynote speakers' papers appear first in each section. Section 1, Learning Our Way, contains these papers: "The Invasion of Aboriginal Education" (Christie); "The Drover's Daughter" (Bedford); "Nyungar Women Returning to Education" (Bennell); "Learning Patterns of the Songwriter's Workshop" (Borneman); "Nyungar Language Project" (Calgaret et al.); "Aboriginal Knowledge: Does It Count?" (Crawford); "A Practical Lesson" (Hayward); "Teaching Reading to Aboriginal Adults from Traditional Communities" (Langlands); "Karrayili (Bayulu)" (Lennard); "'Learning Our Way: Coonana Womens' Group' Coonana Aboriginal Community" (Nudding); "Language Programmes for Tradition or for Today?" (Thieberger); and "Empowerment through Learning from a Black Perspective" (Yavu-Kama). Section 2, Our Community Identity and Our Community Soul, consists of: "Aboriginal Adult Education" (Valadian); "An Aspect of Nyoongah World View of Knowledge" (Irrluma); "Even Desert Kids Need Heroes" (Capp); "Tranby College" (Flick); "Aboriginal Education and Training at the Crossroads--Reproducing the Present or Choosing the Future?" (Folds, Marika); "A Case for a National Network about Enclaves" (Hayward); "Aboriginal Ranger Training" (McGlew); "Living a New Way: A Case Study in Community Self-Management" (McMahon, Kogolo); and "Aboriginal Participation in Higher Education--Policies and Practices" (Riley-Mundine). Section 3, Two Way Learning, contains: "'Coming Up Level' without 'Losing Themselves': The Dilemma of Formal Tertiary Training for Aborigines" (Harris); "Legal Control, Learning, and the Aboriginal Struggle for Law" (Broadhurst); "Learning as an Adult" (Carlisle, McGillivray); "External Pre-tertiary Courses for Aboriginal Adults in the Western Australia College of Advanced Education" (Hubble et al.); "Psychological Testing for Intelligence and for Employment" (Kearins); "The Development of Literacy Skills and Competencies for Aboriginal Adults: Some Issues" (Procter); "The Aboriginal Education Unit, Department of Technical and Further Education" (Thorne et al.); "Aborigines Learning to Translate" (Kilham, Richards); "Left or Right Brain: Is There a Neurological Relationship to Traditional Aboriginal Learning Styles?" (Sayers); and "Whose Ideology?: Adult Aboriginal Attitudes to Education on the Carnarvon Aboriginal Reserve" (Saggers, Gray). The conference program is appended. (YLB)

ED 329 763 CE 057 335

Adult Literacy Skills Catalogue (ALSCat). Second Edition.
Ottawa Board of Education (Ontario).
PUB DATE - Aug 89

its productivity and return on investment. Governors as leaders must promote a commitment to high standards of ethical and professional conduct, efficient use of resources, cooperation and teamwork, and continuous improvement in the quality of state services. Services must be comprehensive and integrated, and complement the commitment of private resources. A strategic plan must set the goals that drive all economic and human resource development activities. An ongoing commitment to upgrade the skills of the state work force improves the quality of state services. Quality assurance techniques should be introduced, performance standards should be established, and states should develop incentives for attaining performance outcomes and sanctions for failing to meet them. Governors can take the lead in fostering a culture of excellence by strengthening state government and supporting leaders in industry, business, and education who share this vision. Recommendations for modernization, technology, financing, and employment support offer a strategic action agenda for reshaping existing state economic development and work force preparation systems. These recommendations will increase the productivity of workers and firms and maximize the return on public investment. (14 references) (NLA)

ED 329 782 CE 057 370

The Struggle against Illiteracy: Policies, Strategies and Emerging Operational Action for the 1990s.
International Bureau of Education, Geneva (Switzerland).
PUB DATE - 13 Jul 90
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Adult Basic Education; *Developed Nations; *Developing Nations; *Educational Needs; Elementary Secondary Education; Foreign Countries; *Functional Literacy; Literacy; *Literacy Education; Primary Education; *Program Development
IDENTIFIERS - *UNESCO

This document summarizes the replies received by the United Nations Educational Scientific and Cultural Organization (UNESCO) member states in preparation for the International Conference on Education planned for September 1990. The report is organized in two parts. Part A summarizes the responses received on the topic of "renewed policies and strategies for the 1990s" (plenary theme), including the setting, the emerging tasks, and current trends and issues for the renewal of policies and strategies. Part B summarizes ideas on the struggle against illiteracy through universal primary education and adult education--operational aspects emphasizing the active participation of the learner. This part includes six working group topics: (1) formal and nonformal primary education and adult literacy--concerted action to achieve education for all; (2) literacy and post-literacy programs--relevance, quality, and functionality of content, instructional methods, materials, and technologies; (3) evaluation of the learners' achievement and of the larger impact of literacy and basic education; (4) initial and continuing training of literacy teachers and other personnel in literacy work; (5) functional literacy and continuing education--issues pertaining to industrialized as well as developing countries; and (6) establishment of new and more effective partnerships--management and mobilization of resources to ensure education for all. (KC)

ED 329 783 CE 057 380

procedures for accuracy; and (5) standardize classroom operations. (KC)

ED 329 800 CE 057 441

McNelly, Don E.; And Others
Enhancement of Secondary Education for Cooperative and Non Cooperative Students through Part-Time Employment.

PUB DATE - 3 Dec 90
NOTE - 14p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 3, 1990). For related documents, see ED 328 742 and CE 057 442.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; *Academic Education; Attendance; Career Choice; *Cooperative Education; *Education Work Relationship; Enrichment Activities; High Schools; Job Skills; Money Management; *Part Time Employment; Student Attitudes; Student Educational Objectives; *Student Employment; Time Management
IDENTIFIERS - *Tennessee

The purpose of this study was to ascertain reasons why high school students who did or did not participate in cooperative education work part time during the school year. The research was based on two questions: (1) the opinions of Tennessee high school students about working part time during the school year; and (2) differences in the two groups of students' opinions about the effects of working part time during the school year. The Tennessee Secondary Students' Employment Survey consisted of demographic questions and 31 opinion items pertaining to high school students working. From the population of all public high school students 'n Tennessee, a randomly selected sample size of 382 students was established for each grade level 9-12. A total of 1,980 students responded with usable instruments. Both cooperative and noncooperative vocational working students felt part-time work helps students learn job skills, money and time management skills, and career decision making skills. Both groups felt that working part time while in high school would not help students improve their goals and school attendance. A comparison of mean ratings led to the conclusion that the enhancement of secondary education by students working part time was greater for those students in a formal cooperative vocational education program. (11 references) (NLA)

ED 329 801 CE 057 442

McNelly, Don E.; And Others
Does Working Part-Time Enhance Secondary Education?

PUB DATE - 1 Dec 90
NOTE - 18p.; Paper presneted at the American Vocational Association Convention (Cincinnati, OH, December 1, 1990). For related documents, see ED 328 742 and CE 057 441.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Academic Achievement; Academic Persistence; Attendance; *Education Work Relationship; High Schools; *Parent Attitudes; Parent Student Relationship; *Part Time Employment; Social Cognition; *Student Attitudes; *Student Employment

downsizings face a number of unique issues because they do not have a conceptual model on which to base their interventions. The types of work force attachment individuals have affects the issues with which they are coping. Four different kinds of work force attachments are delineated in this paper. They pertain to the following worker types: (1) career building, which includes those who are upwardly mobile and have long-term goals; (2) stable, those who establish themselves in jobs with the intention of remaining until they retire because they dislike change; (3) mobile, those who seek change in their work lives and who have skills which allow them to change jobs with little difficulty; and (4) erratic, those who have difficulty obtaining and retaining jobs because of personal problems. Since the majority of displaced workers can be found in the stable category, this paper focuses mainly on them. In establishing a relationship with the displaced worker as client a number of issues must be considered. First, it is important to understand at what stage in the coping process the clients have arrived. In addition, assessment procedures are likely to be impacted by the oral culture of the displaced workers, few of whom have ever been asked to reflect on or interpret their job skills, especially in writing. Informal procedures tend to be more useful than formal ones; stable workers seem to learn best by doing, and therefore coaching and practice are the preferred learning methods in developing job search skills and in preparing for skill certification tests. How much help is needed during the implementation phase depends on the complexity of the action steps, the resources readily available to the clients, and the probability of achieving their goals. (ABL)

ED 329 820 CG 023 189

Vellacott, John; Brandon, Bill
A Review of Counselling Services within Alberta Career Development and Employment.

PUB DATE - Jan 89
NOTE - 10p.; Paper presented at the Annual National Consultation on Vocational Counselling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Career Counseling; *Counseling Services; *Delivery Systems; Foreign Countries; Models; Planning; *Program Evaluation
IDENTIFIERS - Alberta

A review of counseling services within Alberta Career Development and Employment is presented in this document. Strategic issues were identified, most of which occur in other vocational counseling organizations. The issues include: (1) adapting to organizational changes; (2) increasing linkages between counseling services; (3) re-defining counseling; (4) strategic planning; and (5) fiscal restraint. The four stages of the review process are described: background research and evaluation; formal review of counseling services; creation of task teams to refine results; and creation of a counseling policy unit. From the review process a model for counseling services was created which outlines a process to provide counseling services appropriate to the client. It includes three levels of counseling services: self-help; group; and individual. In the application of the strategic model a delivery system is outlined. Five critical recommendations of the review are included. From the recommendations six areas are identified for additional research and work: client needs identification; self-help materials; counselor skills and

Entering Adulthood: Looking at Body Image and Eating Disorders. A Curriculum for Grades 9-12. Contemporary Health Series.

SPONS. AGENCY - Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE - 91
NOTE - 92p.; For related documents, see CG 023 208-209.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Anorexia Nervosa; *Body Image; Body Weight; *Bulimia; *Eating Habits; Health Education; High Schools; *High School Students; *Secondary School Curriculum; Self Esteem

This module includes six lessons which focus on issues related to body image and self-esteem, eating disorders, and sensible eating habits for adolescents in grades 9-12. In lesson 1, students examine influences on body image, assess their personal traits, and trade assessments with their peers. In lesson 2, students look at pressure and influences on body image, and in lesson 3, they examine eating disorders and prepare class presentations. Pre- and post-tests help students assess their learning. Lesson 4 begins with a worksheet to help students recognize if they or someone they know might have an eating disorder, and to analyze whom they can talk to about possible problems. Students discuss the difference between normal dieting versus eating disorder behaviors for teenagers. In lesson 5, students consider and discuss a variety of weight loss programs. They work in small groups to research programs which are available locally and prepare class reports. In lesson 6, students study suggetions for making healthy changes in eating and exercise behaviors. The lesson concludes with a look at some of society's conflicting messages about eating and body image. Student information sheets and worksheets are included. The appendixes describe treatments for eating disorders and provide a glossary and a list of 28 references. (LLL)

ED 329 841 CG 023 211

Hunter, Lisa K.
Into Adolescence: Caring for Our Planet and Our Health. A Curriculum for Grades 5-8. Contemporary Health Series.

SPONS. AGENCY - Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE - 91
NOTE - 82p.; For related documents, see CG 023 212-213.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Air Pollution; Conservation (Environment); Ecology; *Elementary School Curriculum; *Elementary School Students; *Environmental Education; *Health; Health Education; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; Recycling; Waste Disposal; Water Pollution

This module, written for middle school students in grades 5-8, is oriented toward informing students about environmental issues in relation to their own health and well-being. It is deliberately focused on a few issues that will interest young adolescents, and is not intended to be comprehensive. The six lessons stress individual action and include opportunities to assess current situations at school or at home. Lesson 1 introduces the goals of the curriculum and encourages students to share what they know about the environment. In lesson 2, students monitor their water

American Association for Counseling and Development, Alexandria, VA.
PUB DATE - 91
NOTE - 216p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Books (010), Collected Works - General (020), Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - American Indians; Arabs; Asian Americans; Blacks; Chinese Americans; Counseling Techniques; *Counselors; *Counselor Training; Cubans; *Cultural Awareness; *Cultural Differences; *Ethnic Groups; Higher Education; Hispanic Americans; Japanese Americans; Korean Americans; Latin Americans; *Multicultural Education; North Americans
IDENTIFIERS - *African Americans; Native Americans

This book was written to provide counseling and human development professionals with specific guidelines for becoming more culturally responsive. It looks at the evolution of multicultural counseling, addresses ideas and concepts for culturally responsive counseling interventions, and examines the implications of cultural diversity for future counselor training. Individual chapters include the following: (1) "Promise and Pitfalls of Multicultural Counseling" (Courtland C. Lee and Bernard L. Richardson); (2) "Cultural Dynamics: Their Importance in Multicultural Counseling" (Courtland C. Lee); (3) "Counseling American Indian Adults" (Grace Powless Sage); (4) "Counseling Native American Youth" (Roger D. Herring); (5) "Counseling African American Women: 'Sister-Friends'" (Janice M. Jordan); (6) "Utilizing the Resources of the African American Church: Strategies for Counseling Professionals" (Bernard L. Richardson); (7) "Counseling Strategies for Chinese Americans" (David Sue and Derald Wing Sue); (8) "Counseling Japanese Americans: From Internment to Reparation" (Satsuki Ina Tomine); (9) "Counseling Americans of Southeast Asian Descent: The Impact of the Refugee Experience" (Rita Chi-Ying Chung and Sumie Okazaki); (10) "Issues in Counseling 1.5 Generation Korean Americans" (Julie C. Lee and Virginia E. H. Cynn); (11) "Counseling Latinas" (Patricia Arredondo); (12) "Cuban Americans: Counseling and Human Development Issues, Problems, and Approaches" (Gerardo M. Gonzalez); (13) "Counseling Chicano College Students" (Augustine Baron, Jr.); (14) "Puerto Ricans in the Counseling Process: The Dynamics of Ethnicity and Its Societal Context" (Jesse M. Vazquez); (15) "Counseling Arab Americans" (Morris L. Jackson); and (16) "New Approaches to Diversity: Implications for Multicultural Counselor Training and Research" (Courtland C. Lee). References are included. (BHK)

ED 329 862 CG 023 232

Walz, Garry R.; And Others
Counseling Futures.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY - Chi Sigma Iota, Athens, OH.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 95p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Counselors; *Counselor Training; *Futures (of Society); Trend Analysis

This monograph was written to aid counselors as they create their

National Household Survey on Drug Abuse: Main Findings 1988.
National Household Survey on Drug Abuse: Population Estimates 1988.
Research Triangle Inst., Research Triangle Park, N.C.
SPONS. AGENCY - National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE - 91
NOTE - 363p.; For 1990 data, see CG 023 252.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - *Alcohol Abuse; Cocaine; Correlation; Demography; *Drug Abuse; Family (Sociological Unit); Incidence; Marijuana; National Surveys; Trend Analysis

The two reports contained in this document are products of the 1988 National Household Survey on Drug Abuse, the ninth in a series of national surveys designed to measure the prevalence of drug use among the American household population aged 12 and over. The Main Findings report provides details of the National Household Survey methodology as well as information on prevalence, trends, and correlates of drug use. The Population Estimates report presents estimates of drug use prevalence for the civilian and noninstitutionalized population of the United States, presenting estimates separately first for the total population and then for Whites, Hispanics, and Blacks. For each drug there are eight tables which are arranged to facilitate group comparisons. The data for the total population are presented by sex for each of the four age groups. Data in the remaining seven tables for each racial or regional category are presented first by age, then by sex, and finally for the total population in that racial or regional category. A section on prevalence estimates for specific drugs presents data for the illicit use of any drug. This is followed by data for the prevalence of the individual licit and illicit drugs. The frequency and regularity of drug use among past year users are documented. Data is also provided on the frequency of use in the past year for marijuana, cocaine, and alcohol. (LLL)

ED 329 882 CG 023 254

You Can Help Prevent Alcohol and Other Drug Use among Secondary School Students. The Fact Is...
Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE - Feb 89
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - *Alcohol Abuse; Drinking; *Drug Abuse; *Prevention; Resource Materials; Secondary Education; *Secondary School Students

This resource list on preventing alcohol and other drug use among secondary school students was compiled by the Office for Substance Abuse Prevention (OSAP). All resources have been reviewed to ensure that they reflect the latest scientific facts and convey a clear no-use message. The list is divided into three major sections: (1) resources for secondary school students; (2) resources for parents, secondary school teachers, and administrators; and (3) organizations and programs. The first section contains two subdivisions: (1) publications; and (2) posters and other materials. The second section groups resources under three subheadings: (1) materials for classroom/group workshops: "Assessing Readers and Writers in Primary Whole Language Classrooms" (Deborah Wells); "A Novel Way to Teach the Novel" (Joanne L. Ridge); "Developing Intertextual Comprehension: Students Reading Multiple Texts" (Douglas Hartman); "Using a Process Approach in Remedial Reading Instruction" (Rebecca Hamilton and others); "Risk Factors in Early Reading" (Danielle Zinna); "Literacy Development: An African American Perspective" (Shirley A. Biggs); "Fostering Emerging Oral and Written Language through Projects" (Jeanette Allison Hartman); "Cutting Edge Strategies for Tutors of Adult Learners" (Beverly Ohemeng); and "A Review of 'Perspectives: From Adult Literacy to Continuing Education'" (Alice Scales). Closing remarks by Thomas LaBelle conclude the document. (KEH)

ED 329 901 CS 010 451

Worden, Elizabeth
Ergonomics and Literacy: More in Common Than You Think.

PUB DATE - 1 Apr 91
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Human Factors Engineering; Individual Development; *Layout (Publications); *Literacy; Physical Characteristics; *Readability; *Reader Text Relationship
IDENTIFIERS - Educational Issues; *Text Design; Text Factors; *Typeface

Ergonomics, or human factors, is the study of the relationship between people as functioning physical beings and the world in which they exist and this includes the textual material that they read. The presentation of textual material can be considered from two points of view: (1) the qualities of the text as impacted by the author; and (2) the qualities of the text as impacted by the format. This paper examines the influence of formal and textual organization as important factors in literacy achievement. Educators in general and instructional systems designers in particular need to be aware of these interactions between people and the material they read. An individual's interaction with the text is important: (1) to the individual, because it assists with job and academic success; (2) to educators, because it enables them to succeed with students who might otherwise be unsuccessful; and (3) with employers, because it reduces the time required for employees to read necessary texts. The ergonomics of literacy analyzes those physical characteristics which enhance a text's readability. Among the important physical attributes of a text are type face, type size, type emphasis, margin justification, line width, leading, and other vertical and horizontal spacing. By fitting the text to the reader, ergonomics can make more text understandable to more readers. The resulting improvement in the quality of the lives of individuals and to society may be invaluable. (Thirty-eight references are attached.) (SG)

ED 329 902 CS 010 452

Flippo, Rona F., Ed.; Caverly, David C., Ed.
College Reading & Study Strategy Programs.
International Reading Association, Newark, Del.
PUB DATE - 91
NOTE - 229p.

Bednar, Maryanne R.; Kletzien, Sharon B.
Dynamic Assessment Procedure: A Validation.

PUB DATE - 29 Nov 90
NOTE - 21p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Case Studies; *High Risk Students; High Schools; High School Students; *Instructional Effectiveness; *Reading Difficulties; *Reading Processes; Reading Research; Reading Strategies; *Remedial Reading; *Student Evaluation
IDENTIFIERS - *Dynamic Assessment; Reading Behavior; Strategic Reading

A preliminary study investigated the value of the Dynamic Assessment Procedure (DAP) for understanding reading behaviors of at-risk high-school-age students. The study also sought to determine teacher interest in and ability to use the DAP information to develop instructional plans. Subjects, 19 students with reading difficulties enrolled in 1 public and 2 private suburban high schools, were administered the following components of the DAP: initial assessment of reading ability; analysis of reading process and strategy utilization; presentation of a mediated learning lesson using direct instruction, guided practice, and independent practice; and posttests of the reader's ability to benefit from presentation of newly introduced strategies. Two case studies of individual subjects' behaviors and responses to the DAP illustrated more clearly its use and benefits than did the quantitative analyses. Results of the quantitative analysis indicated that the DAP is particularly valuable for at-risk readers because it provides a means of understanding readers' strengths, weaknesses, preferred strategies, and ability to accept and supply new strategies. Results also indicated that the teachers were able to use the strategy information to identify which strategies to teach and to use the behavioral information to guide their work with particular students. (One table indicating a strategy classification scheme and one table of data are included; 40 references are attached.) (RS)

ED 329 922 CS 010 473

Rafferty, Cathleen D.
From Preservice to Inservice: Diffusing Content Reading Resistance.

PUB DATE - 30 Nov 90
NOTE - 31p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Content Area Reading; Educational Research; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Secondary Education; Sex Differences; Student Attitudes; Teacher Attitudes; *Theory Practice Relationship

A study investigated the stages of concern and the developmental nature of change as possible explanations for the paradox existing between theory and practice related to content area reading.

Assessing Early Reading with Something Old, Something New, Something Borrowed, and Something Different. Technical Report No. 529.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 65p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Beginning Reading; Criterion Referenced Tests; *Early Reading; Norm Referenced Tests; Primary Education; Reading Achievement; Reading Diagnosis; *Reading Tests; *Test Validity
IDENTIFIERS - *Ecological Validity; Emergent Literacy; Error Detection

A study examined the ecological validity of five modified measures for children in the prereading and initial reading stages of development. Subjects, 650 students in two cohorts, kindergarten through second grade, were administered modifications of the Early Reading Test (ERT), the Chicago Reading Test (Chicago), the Error Detection Test (EDT), the Weber Test (Weber), and the Eugene Test (Eugene). Results indicated: (1) a strong relationship between the criterion-referenced Chicago test and an individually administered norm-referenced measure of letter and word identification; (2) weaker relationships, especially over time, between the ERT and tests on which children actually read words; and (3) that scores on the EDT, Weber, and Eugene tests showed that children as young as 6 years of age could detect and explain errors in what they read. (Thirteen tables of data are included; 19 references and 4 reading tests are attached.) (RS)

ED 329 941 CS 010 493

Durgunoglu, Aydin Y.; Jehng, Jihn-Chang J.
Elaborative Inferences on an Expository Text. Technical Report No. 530.
Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY - Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 22p.; Funding also received from the Army Research Institute Office of Basic Research.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Higher Education; *Inferences; *Learning Processes; Reading Research; *Recognition (Psychology); Undergraduate Students
IDENTIFIERS - Dissociation; *Expository Text; Text Factors; Verification

This study investigated, with a dissociation paradigm, the distinction between remembering the information in a text, and learning from a text and applying the acquired knowledge (e.g., by making inferences). After reading an expository text, subjects (110 undergraduates) performed either a memory (recognition) or an inferencing (verification) test. The effects of the same variables on the performance on the two tasks were compared. Results showed that the variables that affect performance on a recognition test are not similar to the variables that affect performance on a verification test. Text organization tended to affect recognition but not verification test performance. When verifying nonstudied items by inferencing, the richness of the available text information and the type of processing required to make the

IDENTIFIERS - Writing Development

This book provides a theoretical underpinning for the strategy of freewriting through a collection of 16 essays that are very diverse in focus, methodology, and point of view. The essays are as follows: "Recording and Transforming: The Mystery of the Ten-Minute Freewrite" (Sheryl I. Fontaine); "Freewriting: An Aid to Rereading Theorists" (Pat Belanoff); "Bound Forms in Freewriting: The Issue of Organization" (Richard H. Haswell); "Using Focused Freewriting to Promote Critical Thinking" (Lynn Hammond); "Exploring the Potential of Freewriting" (Joy Marsella and Thomas L. Hilgers); "Voices of Participation: Three Case Studies of Engineering Students' Learning in an Art Appreciation Course" (Diana George and Art Young); "Freewriting in the Classroom: Good for What?" (Anne E. Mullin); "Freewriting: Teacher Perception and Research Data" (Barbara W. Cheshire); "Self-Expressive Writing: Implications for Health, Education, and Welfare" (James W. Pennebaker); "The Freewriting Relationship" (Ken Macrorie); "Toward a Phenomenology of Freewriting" (Peter Elbow); "Why I Hate to Freewrite" (Robert Whitney); "Reflections of an Experienced Freewriter" (Karen Ferro); "The New Rhetoric and the New Journalism: Reflections on Freewriting as Product" (Chris Anderson); "Projective Verse and Freewriting, or Do Charles Olson and Peter Elbow Have Something to Say to Each Other?" (Burton Hatlen); and "Thinking and the Liberation of Attention: The Uses of Free and Invisible Writing" (Sheridan Blau). (RS)

ED 329 963 CS 212 712

Kelly, Ernece B.
Spike Lee, Short Films and Social Issues in the English Classroom.

PUB DATE - Nov 90
NOTE - 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adolescents; Classroom Techniques; *Controversial Issues (Course Content); Current Events; English Instruction; Films; *Film Study; *Multimedia Instruction; Popular Culture; Secondary Education; Secondary School Students; *Social Problems
IDENTIFIERS - *Film Viewing

In the past few years many movies have addressed social issues such as AIDS, parental estrangement, aging, battered women and children, and racism. Teachers of teenagers can capitalize on these kinds of serious films in two ways: by assuming that students have thought about some serious issues and by building on that assumption. Three movies of Spike Lee, "She's Gotta Have It," "School Daze," and "Do the Right Thing" are examples of such films. Issues revolving around sexual and social relations abound in "She's Gotta Have It." "School Daze" embraces weighty political, racial, and sexual issues. And within the straightforward narrative of "Do the Right Thing" are questions of community control, racial prejudice, parental responsibility, and police brutality. The content of film can be dealt with in various ways. For example, full-length feature films can be treated as literature in the classroom, short films may be used as complements to the reading experience, and fact-based films on social issues can be studied in classes with a research component. (TD)

ED 329 964 CS 212 713

three sources of criticism: (1) general reference works (biographical and critical information); (2) books on individual authors and their work; and (3) indexes to criticism in periodicals. (SR)

ED 329 985 CS 212 735

Van Noate, Judith, Comp.
Nathaniel Hawthorne and Herman Melville: A Research Guide.
North Carolina Univ., Charlotte. J. Murrey Atkins Library.
PUB DATE - 90
NOTE - 20p.; For other guides in this series, see CS 212 732-739. Small print on some pages may affect legibility.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - English Literature; Higher Education; Library Guides; *Library Materials; Library Skills; *Literary Criticism; *Nineteenth Century Literature; *Reference Materials; Romanticism; *United States Literature
IDENTIFIERS - *Hawthorne (Nathaniel); *Melville (Herman); University of North Carolina Charlotte

This handout is a guide to library resources in the J. Murrey Atkins Library at the University of North Carolina-Charlotte for the study of the 19th-century American authors Nathaniel Hawthorne and Herman Melville. The guide details resources in Atkins library for biographical and critical material on the two authors. The guide is in four sections: (1) Books; (2) Reference Works (dealing with criticism in collections, individual bibliographies, and collective bibliographies and checklists); (3) Periodical Indexes; and (4) PASL (Periodicals and Serials List). (SR)

ED 329 986 CS 212 736

Van Noate, Judith, Comp.
Colonial American Literature: A Guide to Resources.
North Carolina Univ., Charlotte. J. Murrey Atkins Library.
PUB DATE - 90
NOTE - 25p.; For other guides in this series, see CS 212 732-739. Small print on some pages may affect legibility.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Authors; Colonial History (United States); *Eighteenth Century Literature; English Literature; Higher Education; Library Guides; *Library Materials; Library Skills; *Literary Criticism; *Reference Materials; *Seventeenth Century Literature; *United States Literature
IDENTIFIERS - University of North Carolina Charlotte

This handout is a guide to library resources in the J. Murrey Atkins Library at the University of North Carolina-Charlotte for the study of colonial American literature. The guide is intended to help readers find sources of criticism on colonial and revolutionary literature. It explains important reference sources in the Atkins library reference collection and how to find biographical and critical information in books and periodicals.

network, 8 had no public relations network, and two-thirds indicated that EC 1992 was a great opportunity. In addition to network membership, firms are increasing personnel and opening offices with expansion spilling over into the Scandinavian and Eastern Block. The four most frequently mentioned qualifications for the personnel involved in EC 1992 were international relations/culture, business experience, public relations, and language. The second highest group of qualifications included good communication, media relations, and writing skills. Academic background most expected would be business, liberal arts (communication is placed in this category), and journalism. However, concerns were expressed about public relations professionals being trained as "craftsmen" and later having to be trained to "think" on the job. In Europe, the opposite is true, and executives suggested that this latter sequence was preferred. These findings have a number of implications for public relations curriculum development in U.S. colleges and universities. (Eight tables of data are included, and the survey is attached.) (Author/SR)

ED 330 008 CS 507 409

Neff, Bonita Dostal
Differences in Ethical Standards: Factoring in the Cultural Expectation in Public Relations Education.
PUB DATE - Jun 90
NOTE - 12p.; Paper presented at the Annual Meeting of the International Communication Association (Dublin, Ireland, June 22-29, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Cross Cultural Training; Cultural Context; *Curriculum Development; *Ethics; Global Approach; Higher Education; Interdisciplinary Approach; *Interpersonal Communication; Models; *Public Relations; Speech Communication
IDENTIFIERS - *International Public Relations

Focusing on ethics in public relations from a multicultural point of view brings together elements which are critical to international public relations. The Public Relations-Ethics-Multicultural (PREM) model illustrates that articles can be found in the literature on ethics, public relations, and multicultural as individual concepts. The incompleteness of curriculum offerings among the disciplines suggests that colleges and univesities colleges and universities should look for interdisciplinary opportunities. A survey of the few international public relations courses offered further reinforces the need for an interdisciplinary effort. Public relations agencies prefer hiring those with a liberal arts background and allowing the professional to learn the craft later. This finding may have additional significance when examining the PREM model in terms of a professional prepared for handling international public relations. The international public relations professional must learn more than the tools of the trade. The professional must know the multitude of conditions necessary for making, and when to make actions or decisions. The times call for a movement to a liberal arts trained professional with a communication (interpersonal, broadcasting, organizational, public relations, speech) oriented background. (Two diagrams, one table, and a list of "priority research questions for the 1990s" are included; 32 references are attached.) (SG)

ED 330 009 CS 507 410

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Behavior Standards; *Discipline Policy; Discipline Problems; Dress Codes; Drug Use Testing; High Schools; Parent School Relationship; *Policy Formation; Sanctions; School Policy; *School Security; Student Behavior
IDENTIFIERS - *Du Page High School District IL

Issues relevant to the formation and implementation of clearly defined and enforceable discipline policies to maintain a secure school environment are discussed in this paper. One area of tension exists between the development of stricter discipline policies for student standards of conduct and students' constitutional rights. Conclusions are that discipline policies require school/parent cooperation, explicit standards, and cooperation between all educational stakeholders. Seven broad goals proposed by the National School Safety Center are briefly outlined. Included are examples of one school's guidelines for drug testing, identification of at-risk students, discipline policy, dress code, and athletic training rules. (LMI)

ED 330 029 EA 022 633

Shared Decision-Making Task Force. Final Report, 1990. ACSA Special Report.
Association of California School Administrators.
PUB DATE - 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Definitions; Elementary Secondary Education; Guidelines; Leadership Styles; *Participative Decision Making; *Program Implementation; School Based Management; *School Restructuring; *Staff Development; Trust (Psychology)
IDENTIFIERS - School Culture

This report raises fundamental issues that must be explored by educators considering participative decision-making as part of an educational restructuring initiative. In analyzing district readiness to implement a shared decision-making model, several factors must be considered, including school culture and climate, leadership style and attitude, trust levels, commitment to staff development, current policies and procedures, and assessment indicators. Although no single, best shared decision-making model exists, some common implementation issues and challenges can be anticipated and resolved through planning. Success depends on identifying involvement levels of groups and individuals; obtaining board and superintendent commitment; clarifying jobs, roles, and accountability measures; establishing a reasonable time table; obtaining staff and constituency support; and allocating monies for staff development. To enhance professional development, training designs should use joint trainers, provide orientation to a broad audience, and train all governing bodies. (MLH)

ED 330 030 EA 022 664

Olivero, James
Consortium of Schools for the Future: An Interim Report of a Pilot Project Sponsored by Region 18 of the California School Administrators.
Association of California School Administrators.; Association of California School Administrators, Region 18.
SPONS. AGENCY - Danforth Foundation, St. Louis, Mo.

New York State Education Dept., Albany. Office of School Improvement Grants Management and Compliance.
PUB DATE - Sep 90
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Cooperative Programs; *Core Curriculum; *Curriculum Development; Elementary Secondary Education; *Instructional Effectiveness; *Integrated Curriculum; Learning Processes; *Program Development; Special Education; State Departments of Education
IDENTIFIERS - *New York; *Outcome Based Education

Fragmentation in the learning process occurs when support programs evolve into self-contained instructional systems and lose sight of the original goal of improving performance in the core classroom program. The lack of planned coordination of instructional objectives results in "cognitive confusion" for students. The New York State Board of Regents has worked with school district personnel to develop a "congruence" process to ensure integration of support services and core programs for students falling behind at school. The congruence process focuses on aligning curriculum and instruction (articulation) and cooperative planning between classroom teachers and professional support staff (coordination). This policy paper formally adopts the congruence process and recommends specific strategies for ensuring shared student learning outcomes and ongoing coordination and articulation among all support services and classroom developmental programs. Three appendices contain 8 legal citations, assorted research findings, and 18 references. (MLH)

ED 330 049 EA 022 759

Scannell, William
The Leadership of Effective Principals. Insights on Educational Policy and Practice, Number 5.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Dec 88
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Administrator Effectiveness; Administrator Evaluation; *Administrator Qualifications; Elementary Secondary Education; Evaluation Methods; Evaluation Problems; *Leadership Qualities; *Principals

Effective leadership is more than the ability to demonstrate specific skills. The validity of early effective principal and leadership trait research has been questioned by recent studies. School improvement formulas that are narrowly focused on basic skills could easily lead to more demanding treatment of students. Recent studies show that effective principals have priorities and leadership traits that reflect conscious concern for students. "Proactive" is the term commonly used to describe overall characteristics of effective administrators. These include a motivation toward positive achievement and a balance between task and interpersonal relations. Five major behavioral areas of effective leaders are: (1) a vision (clear goals); (2) an ability to communicate the vision; (3) a concern for a supportive environment; (4) a tendency not only to monitor teacher performance but also to give insights into observed behavior; and

Principles of Good Practice for Member Schools.
National Association of Independent Schools, Boston, Mass.
PUB DATE - 90
NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Accountability; *Educational Administration; Elementary Secondary Education; *Ethics; *Governance; Organizational Development; *Politics of Education; *Private Schools
IDENTIFIERS - *National Association of Independent Schools

The National Association of Independent Schools defines high standards and ethical behavior for independent school operations. Professional admission procedures include maintaining confidentiality. Business officers' responsibilities can range from being accountable to the school head to participating in professional assistance associations. Fund raising should exemplify professional conduct; e.g., the school should refuse gifts that detract from the institution's integrity and should disclose the use of funds to constituents. Among other responsibilities, independent school heads should uphold the school mission and work with staff to examine student needs. School search committees and consultants must practice certain principles such as devising a search process that is both fair and cost effective. Guidelines for teachers and supervisors include using a variety of teaching techniques and establishing positive relationships with students. Ways for trustees to gain an understanding of the school encompass becoming informed about the school's goals and asking questions. Boards of trustees must make decisions that conform to school objectives by using practices such as preparing a statement of each school's philosophy and objectives. (EJS)

ED 330 073 EA 022 790

NAIS Statistics 1990-91: Tuitions and Salaries.
National Association of Independent Schools, Boston, Mass.
PUB DATE - 90
NOTE - 58p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - Administrators; Boarding Schools; Coeducation; Day Schools; Elementary Secondary Education; Foreign Countries; *Private Schools; *Salaries; *School Personnel; *School Statistics; Single Sex Schools; Tables (Data); *Teacher Salaries; *Tuition
IDENTIFIERS - Canada

This report summarizes information provided by 870 National Association of Independent Schools (NAIS) active member schools (in existence over 5 years and located in the United States or U.S. territories) surveyed in the spring of 1990. Information, which is supplied in narrative form and in 46 statistical tables, includes tuition, teacher salary, and administrator salary data for the 1990-91 school year. Data are reported in an aggregate manner according to common classifications of school type, school size, and geographic region. The report also discusses and scores, fewer dropouts, and more involved parents. Critics maintain that there is no proof of school improvement, that there is danger of resegregation, and that the socioeconomic gap will widen. Components critical to an effective school choice program include high quality parent information, guidelines for racial balance, and provisions for transportation. Brief summaries of regional action and agendas concerning parental choice from seven states (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) as well as guest commentaries from the education department heads of Iowa and Minnesota are included. A list of 22 references and resources is also provided. (EJS)

ED 330 093 EA 022 818

Fennimore, Todd
Restructuring: A New Agenda for Schools. A National Perspective. Policy Briefs Number 4.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Change Strategies; Community Involvement; Educational Improvement; Elementary Secondary Education; Futures (of Society); *Organizational Change; Public Schools; School Based Management; School Business Relationship; School Choice; *School Restructuring

"Restructuring" is a term whose meaning varies according to which group is using it. National political leaders often use the term in reference to public school choice. At state and district levels, restructuring is often associated with pushing decision making authority to the local level. Leaders in teachers' unions call restructuring a tool for empowerment. The business community can use the term to describe more active partnerships between businesses and schools. To community activists, it can mean heightened parent and community involvement. To researchers and practitioners, restructuring is a movement to promote higher order learning outcomes for students. Brief summaries of regional action and agendas from seven states (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) and a guest commentary by Lourdes Monteagudo, Deputy Mayor for Education, City of Chicago, are included. A list of 19 references and resources is also provided. (EJS)

ED 330 094 EA 022 819

King, Al
Learning Together: Examples of School/Business/Community Partnerships.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 25 Sep 86
NOTE - 183p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Cooperative Education; Cooperative Learning; *Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; *School Business Relationship; School Community Relationship; Shared Resources and Services

DESCRIPTORS - Educational Technology; Education Work Relationship; Elementary Secondary Education; *Federal Aid; *Federal State Relationship; *Government Role; Higher Education; Intercultural Programs; International Educational Exchange; *Literacy Education; Research and Development; *School Restructuring

IDENTIFIERS - *New York

To ensure a high-quality education for every student, close partnerships among federal, state, and local education agencies must be established. This publication focuses on several issues related to this goal, including the need to: (1) reaffirm the Federal Government's historically defined role in supporting education; (2) set a national capitalization agenda to promote technology as an integral part of learning and teaching; (3) reauthorize the Higher Education and Rehabilitation Acts; (4) seek fundamental changes in labor law and regulations preventing educational program flexibility; (5) ensure that the federal tax code continues to encourage investment in education, job creation, and cultural activities; (6) build a strong national education research program, especially to address educational improvement; (7) obtain increased federal support for literacy improvement; and (8) urge a stronger federal role in promoting cultural understanding, language instruction, development education, area studies, and international educational exchange. An appendix presents a chronology of significant dates in the history of federal involvement in education. (MLH)

ED 330 116 EA 022 867

Budget Development, Budget Monitoring, Accounting and Financial Reporting: A Self-Assessment Guide for School District Fiscal Policy Teams.

California State Dept. of Education, Sacramento.

PUB DATE - 88

NOTE - 33p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE - Test, Questionnaires, Evaluation Instruments (160), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS - *Budgeting; *Communication Audits; Educational Finance; Elementary Secondary Education; Financial Audits; *Financial Policy; *Management Teams; *Money Management; Program Budgeting; Resource Allocation; *School Accounting; School Districts; Teamwork

IDENTIFIERS - California

A school district's governing board, superintendent, and business manager should work as an effective fiscal policy team with good communication. This self-assessment guide is designed to assist in the overall evaluation of fiscal policy team communication. Four sections (budget development, budget monitoring, financial reporting, and accounting/internal control/auditing) are comprised of introductory statements followed by a standard against which current district practices may be viewed. Results from questions answered independently by each team member are used as a basis for discussion. The annual budget should reflect the philosophy of an organization and be updated as conditions change. A system must exist to adjust the budget to reflect changes. Accurate and timely financial reports should reflect current information to allow midcourse budget corrections. A structure of internal controls must exist to safeguard district assets. (EJS)

ED 330 117 EA 022 868

94-142, the Education for All Handicapped Children Act and Public Law 99-457, the Education of the Handicapped Act Amendments of 1986. An annotated bibliography of 12 references is also included, as is a sample record-keeping worksheet. (DB)

ED 330 135 EC 300 105

Commonwealth of Virginia: Board for Rights of the Disabled. 1990 Report.
Virginia State Board for Rights of Virginians with Disabilities, Richmond.
PUB DATE - 1 Jan 90
NOTE - 67p.; For appendices A and B and Synopsis, see EC 300 106-108.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Adults; Advocacy; Attitudes; Children; Community Services; *Developmental Disabilities; *Disabilities; Employment; Employment Opportunities; Financial Needs; Individual Needs; *Needs Assessment; Normalization (Handicapped); Personal Autonomy; Productivity; *Quality of Life; Social Integration; Special Education; *State Programs; State Surveys; Statewide Planning
IDENTIFIERS - *Developmental Disabled Assist Bill of Rights Act; *Virginia

This report responds to requirements of Public Law 100-146, The Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1987. It describes existing services to persons with developmental disabilities, reports on a consumer satisfaction survey, and presents recommendations and plans. Thirteen major findings and discussion of 16 critical issues in Virginia are presented in six sections. Many people with developmental disabilities have no access to services; services and supports related to financial welfare dominate perceptions of satisfaction and need; and the social support networks of most consumers are extremely limited. Critical issues are discussed within the categories of education, employment, community living, and unserved/underserved constituencies. These issues include: (1) a lack of consensus regarding federal and state standards for special education and insufficient mechanisms for monitoring compliance; (2) insufficient and inadequate services and supports to permit remunerative employment; (3) a lack of effective case management services; and (4) a lack of documentation concerning numbers and service needs of persons with developmental disabilities. The final section presents implementation and advocacy plans for the Board for Rights of the Disabled which are intended to consolidate the disparate mandates and activities of the past and build a unified coalition of individuals and organizations to advocate for the developmentally disabled. (DB)

ED 330 136 EC 300 106

Analysis of the Federally-Assisted and State Funded Programs Serving Individuals with Developmental Disabilities in Virginia: Appendix A to the Developmental Disabilities 1990 Report.
Virginia Commonwealth Univ., Richmond. Community Services Assistance Center.
PUB DATE - Dec 89
NOTE - 263p.; For related documents, see EC 300 105-108.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Advocacy; *Developmental Disabilities; Eligibility;

initiator, rationale, legal reference, and State Department of Education goal are provided for each. The recommendations are (1) development of an optional course, "Educational and Career Planning"; (2) legal provision for a required career plan for all students; (3) redesign of the vocational wheel; (4) funding of pilot programs to develop standards for comprehensive career development programs; (5) infusion of career development into preservice training; (6) funding of inservice training in career development; (7) redefinition of the role of the occupational specialist to include career development activities as a major focus; (8) dissemination of exemplary career development programs; (9) implementation of career education programs; and (10) funding of pilot career/interest clubs. (YLB)

ED 329 650 CE 056 525

Beck, Robert H.
Vocational Preparation and General Education.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Nov 90
NOTE - 89p.; For related documents, see ED 324 498 and CE 057 216.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Academic Education; Curriculum Development; Educational Change; *Educational History; Educational Improvement; *Educational Philosophy; Educational Planning; *General Education; Institutional Cooperation; *Integrated Curriculum; Secondary Education; Teaching Methods; *Vocational Education

The premise of this paper is that vocational and nonvocational education can be reconstructed in a way that uses both in fashioning a new set of courses. This new curriculum should be able to bridge the differences perceived in the relations between academic and vocational cultures. The paper focuses most on educational history, from Aristotle and Plato to modern revisionists and neo-Marxists. From that history, which shows increasing disdain for "manual" arts in secondary schools and increasing requirements for "academic" subjects, a more classic definition of "education" that can take in all these views is derived. A case is made for a fused curriculum and educational collaboration that results in a new kind of "general" education needed by students in all fields. One hundred forty references are listed. (KC)

ED 329 651 CE 056 850

Kleiber, Pamela B.; Holt, Margaret E.
Focus Groups: A Tool in Planning and Evaluation in Continuing Education.

PUB DATE - 4 Nov 90
NOTE - 19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, November 4, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - College Faculty; *College Programs; *Continuing Education; *Continuing Education Centers; Educational Research; Higher Education; Postsecondary Education; Program Attitudes;

Standards for Marketing Teacher Education" (Wally Holmes, Jim Seward); "Texas Superintendents' and Principals' Perceptions of Vocational Student Organizations" (Marcella McComas); and "Matching Learning and Teaching Styles Makes a Difference, or Does It?" (Wally Holmes). (YLB)

ED 329 669   CE 057 051

Williams, Harold, Ed.
Marketing Education National Research Conference Report (Pensacola, Florida, April 14-16, 1989).
Auburn Univ., Ala.; Georgia Univ., Athens.; University of West Florida, Pensacola.
PUB DATE - 89
NOTE - 276p.; For related proceedings, see CE 057 047-052. Parts of this document contain small, light type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Access to Education; Advertising; Career Development; Computer Oriented Programs; *Distributive Education; Educational Research; Entrepreneurship; Ethics; Job Satisfaction; *Marketing; Nominal Group Technique; Outcomes of Education; Postsecondary Education; Program Effectiveness; Salesmanship; Secondary Education; Teacher Education; *Teaching Methods; Videotape Recordings

These proceedings contain the following 14 papers: "Relationship between the Training Needs of Sales/Marketing Trainers and Their Career Stages" (Isaac B. Owolabi); "A Report of a Marketing Education Professional Development Activity to Provide Training for Teachers in the Use of the Nominal Group Technique" (Stephen R. Lucas, Benton E. Miles); "The Perceptions of Secondary, Marketing Education Students Regarding Ethical Behavior in Business" (Ralph D. Wray, Rodney Davis); "A Research Study on Current Advertising Strategies Used by Certified Public Accountants" (William Cooper, Lawrence Gulley, Benton E. Miles); "A Study of Texas Banks to Determine Business Plan Components for the Entrepreneur Planning to Start a Small Business" (Jerry W. Moorman, Cynthia G. Hess); "Perceived Benefits of Being a State DECA (Distributive Education Clubs of America) Officer" (Don E. McNelly, Gary Searle); "Researching the Need for Computer-Aided Curriculum Planning for Pennsylvania Marketing Education Teachers" (D. Frank Palmieri, John W. Schell, Lee Miles); "Job Satisfaction of Secondary Marketing Educators in Northwest Ohio" (Robert G. Berns); "The Use of Videotape to Increase Student Productivity" (Sharon Saenz); "Marketing Education for Marina Operators" (Allan J. Worms, Carolyn L. Worms); "Accessibility to and Enrollment in Secondary Business and Marketing Education" (Michael J. Littman); "The Training of Teachers as Advisors" (Michael Barry); "Marketing Educators' Readiness to Improve Students' Reasoning Skills: Report of an Exploratory Study" (Robert L. Fritz); "An Assessment of Instructor Behaviors in a Graduate Satellite Entrepreneurship Course" (LeVene A. Olson). Each paper includes an abstract. (KC)

ED 329 670   CE 057 052

Williams, Harold, Ed.
Marketing Education National Research Conference Report (Athens, Georgia, April 1990).
Auburn Univ., Ala.; Georgia Univ., Athens.; North Texas Univ., Denton.
PUB DATE - 90
NOTE - 186p.; For related proceedings, see CE 057 047-051. Tables in the Holmes paper contain small type.

Methods; Technical Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS - Hunter (Madeline)

This document contains materials from a workshop on Elements of Instruction Vocational, Technical, and Adult Education (VTAE). The model used in the workshop was based on the teaching model resulting from the work of Madeline Hunter. The workshop consisted of formal presentations, opportunity for participants to put the content into their own words, and practice. Participants completed an evaluation form and rated each area above 4.5 on a 5-point scale. A four-page report is followed by these attachments: correspondence, a participant list, sample certificate, and participant comments. The largest attachment consists of the handout materials from the workshop. These are divided into nine sections: introduction; decision in teaching and introduction to elements; selecting objectives at the correct level; teach to an objective; monitor and adjust; principles of learning; lesson design; reference; and glossary. The section on principles of learning is further divided into motivation; rate and degree (active participation, reinforcement, anticipatory set, and closure); retention; and transfer. Each section begins with a list of learner objectives. Information sheets, excerpts from Hunter's work, and pencil and paper activities follow. (41 references) (YLB)

ED 329 687 CE 057 087

Nelson, Orville; Lee, Howard D.
VTAE Trends and Forecasting Workshop (Menomonie, Wisconsin, November 13-15, 1989). Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY - Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE - Jun 90
NOTE - 64p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Demography; *Educational Change; Educational Improvement; *Educational Planning; *Educational Trends; Evaluation Methods; *Futures (of Society); Postsecondary Education; *Prediction; Professional Development; Program Implementation; *Vocational Education; Workshops
IDENTIFIERS - Vocational Technical Adult Education Districts; Wisconsin

This report describes a workshop for 24 midlevel managers that provided information on change areas critical to program planning in the Wisconsin Vocational, Technical, and Adult Education (VTAE) system. These change areas include technology, labor market, demographic, and educational trends. In addition, techniques for identifying and forecasting changes in these areas were discussed. Participants were also provided time to discuss the implications of these changes for their districts and develop a plan for using this information to change programs and services. Included with the workshop report are an agenda, activities and a timeline for further planning, contact letters, a participant list, a business/industry survey form, workshop handouts, a paper on the Delphi technique by Orville Nelson, and discussion session results. (KC)

ED 329 688 CE 057 088

School-to-Work Transition Strategies. Hearing before the programs; (4) largest increases in tools were reported in the program areas of trade and technical education; and (5) increases were shown in uses of robotics, word processing, laser technology, computer-aided design, and biotechnology. The study concluded that the act had no effect on the ways institutions fund tool purchases, that monies generated by the act were used to replace monies lost to federal cutbacks, and that private sector funds for tools doubled but fell short of meeting the increased needs being experienced by the institutions. (Appendices include the survey form and a table of allocations and expenditures by area schools and community colleges.) (KC)

ED 329 706 CE 057 154

Dittenhafer, Clarence A., Comp.; Winters, Thomas R., Comp.
1987 Follow-up Survey on Chapters 5 and 6 Impact on Area Vocational-Technical Schools and Selected School Districts.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE - Jul 87
NOTE - 52p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Disabilities; *Enrollment Trends; *Graduation Requirements; Mainstreaming; *Regional Schools; School Districts; School Schedules; Secondary Education; *State Standards; Vocational Education; *Vocational Schools
IDENTIFIERS - Area Vocational Technical Schools; *Pennsylvania

A study was made of the impact of Chapter 5 and 6 Regulations and Chapter 339 Standards, which increase graduation requirements, on vocational education in Pennsylvania. The target group for the 1987 follow-up mail survey was the vocational director or administrator in each of the 73 area vocational-technical schools (AVTSs) and 60 randomly selected school districts in Pennsylvania. Data were obtained from 100 percent of the AVTSs and 65 percent of the school districts. Some of the findings were the following: (1) 24 percent of the AVTSs reported adult enrollments in their daytime vocational programs; (2) secondary vocational enrollments declined more than enrollment in general; (3) local administrators are trying to change schedules so more students can attend AVTSs; (4) many vocational educators feel they are ill-equipped to meet the needs of an ever-increasing number of disadvantaged and handicapped students; (5) more school districts expected decreases than increases in vocational enrollment; and (6) scheduling students in vocational programs continued to be a problem because of increased graduation requirements. (Appendices include the survey form and 19 tables of enrollments and scheduling information.) (KC)

ED 329 707 CE 057 156

Dittenhafer, Clarence A., Comp.
Vocational Professional Personnel Preparation in Pennsylvania. A Client Survey.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE - 87
NOTE - 115p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Beginning Teacher Induction; *Competency Based Teacher Education; Counseling Services; Extension Education; Higher

Education Act, Public Law 98-524, developed an inservice training model for secondary guidance staff on implementing vocational assessment techniques into a total guidance and counseling framework. The objective was to design a program for vocationally assessing high school students who were identified as being at risk of dropping out of school or who showed significant areas of underachievement. All guidance counselors from the three comprehensive high schools in the public schools of Arlington, Virginia, attended inservice programs that introduced the vocational assessment process, and attempted to streamline the methodology for student referral and follow-up. The project coordinator also sought the counselors' input in respect to the development of a referral form and an information letter for parents. After vocational evaluators were hired, a second inservice meeting was scheduled at which specific referral procedures were established, and schedules of school assignments were developed. The specific assessment process was outlined, and an assessment plan was presented. After the program was implemented, 93 students completed the assessment program. The project staff developed transitional plans for all students who had been referred. (Appendixes include sample referral form, letter to parents, career assessment reports, and evaluation form.) (YLB)

ED 329 726 CE 057 204

Teen Living 6, 8204. Home Economics Education.
Loudoun County Public Schools, Leesburg, VA.
SPONS. AGENCY - Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE - Jan 89
NOTE - 69p.; For related documents, see CE 057 205 and CE 057 226. Original document printed on pastel colored stock which may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Basic Skills; *Career Education; Clothing; Competency Based Education; Consumer Education; *Daily Living Skills; Decision Making Skills; Grade 6; *Home Economics; Individual Development; Intermediate Grades; *Self Concept; Textiles Instruction
IDENTIFIERS - Loudon County School District VA

The Loudoun County, Virginia, middle school home economics curriculum has been designed to meet the unique needs of the early adolescent. It is based upon three major concepts: (1) basic skills; (2) self-knowledge/understanding/decision making; and (3) independence/interdependence. This guide on teen living for sixth graders includes a curriculum outline for the following five instructional units: (1) introduction; (2) kitchen basics; (3) personal development; (4) clothing and textiles; and (5) consumer education. Following the outline, a checklist for measuring competencies is given for each area. Each area includes performance objectives, criterion-referenced measures, and performance guides. A correlation with a West Virginia curriculum guide is next, which lists how each unit's learning activities relate to the three major concepts. A section on career infusion information follows, listing eight career education objectives, the relevant subject and middle school grade, and which curriculum guide and unit contains the objectives. Eleven resources are listed in this guide. (NLA)

ED 329 727 CE 057 205

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Basic Education; Adult Education; *Cognitive Style; *Correctional Education; *Independent Study; Inservice Teacher Education; Males; Measures (Individuals); *Prisoners
IDENTIFIERS - *Self Directed Learning Readiness Scale

Fifty adult male inmates at Lake Correctional Institutional (Florida) were administered Guglielmino's Self-Directed Learning Readiness Scale to determine their capability of self-directed or independent learning. The mean score on the scale was 135.1 and the standard deviation was 17.235. The results were compared to Guglielmino's national norm. The population mean from the national norm was 129 with a standard deviation of 18.056. A one-tailed t-test was conducted between the mean score at Lake Correctional Institution and the mean from the national norm. It was found that adult male correctional education students at Lake Correctional Institution possess the ability to be self-directed learners when compared to the 191 people in the national norm who were not correctional education students. It was also found that the propensity for self-directed learning was higher among the 50 correctional educational males than the people in the national norm. It was recommended that learning activities for adult mandatory and regular students be designed to use the principles of self-directed learning and that a follow-up study using a larger sample be conducted for correctional education. The use of the principles of self-directed learning was recommended for future inservice training of teachers in correctional education. (20 references) (NLA)

ED 329 746 CE 057 279

Project T.A.C.K.L.E. (Together, Addressing the Challenges of Knowledge and Literacy for Employees). Evaluation Report.
Carman-Ainsworth Community Schools, Flint, MI.; General Motors Corp., Detroit, Mich.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - 90
NOTE - 78p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Basic Skills; Career Counseling; *Computer Assisted Instruction; Cultural Differences; Educational Counseling; English (Second Language); Hearing Impairments; *High School Equivalency Programs; Interactive Video; Problem Solving; Program Evaluation; Programing; *School Business Relationship; Social Problems; Technological Advancement
IDENTIFIERS - General Motors Corporation; Michigan (Flint); Partnerships in Education; *Workplace Literacy

Project TACKLE (Together, Addressing the Challenge of Knowledge and Literacy for Employees) was a cooperative project, jointly developed to address employees with the inadequate basic skills necessary to operate modernized, technical equipment and maintain job security. Approximately 500 current employees of General Motors, Flint, Michigan, used the Learning Lab in some capacity throughout the 27-month project period. Project TACKLE brought together a local educational agency (Carman-Ainsworth Community Schools) and the area's predominant industry (General Motors Corporation) to meet the demands of the work force and the challenge of new technology. Specific outcomes were provided through participation in various components of the Learning Lab:

NOTE - 89p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Basic Skills; *Behavioral Objectives; Competence; *Competency Based Education; Educational Resources; *Literacy Education; Reading Instruction; Reading Readiness; *Reading Skills; Writing Instruction; *Writing Skills

This catalog is a checklist that provides an overview of objectives that can be explored in an adult literacy program. It is intended to (1) help instructors form a quick idea of what students already know; (2) show learners that they already do know a great deal; and (3) help learners and instructors plan the program ahead by making a selection to suit the individual learner's needs and interests. The catalog specifies literacy skills and objectives according to three categories: prereading/writing, applied, and technical. The prereading/writing section describes a range of skills that a learner has or needs at the beginning of the reading and writing process. The applied section looks at literacy skills from a usage perspective--how they are used in daily life. The technical section describes a variety of discrete skills involved in the reading and writing process. The applied and technical sections each describe three skill levels, with students meeting the objectives of level three probably ready to do secondary school academic work. Some literacy skills involving computer use are included in the catalog. Appendixes include needs and interests inventories in reading, writing, and mathematics; a work plan; an achievement record; sample certificates; and a resource inventory of more than 2,300 items that lists for each skill in the catalog an appropriate book, author, publisher, publication date, and relevant pages. (KC)

ED 329 764 CE 057 341

Price, William T., Jr.; Reece, Barry L.
Adult Vocational Education: Emerging Issues in the 90s. Working Papers.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Mar 91
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Adult Vocational Education; *Educational Change; *Educational Improvement; *Educational Trends; Futures (of Society); Industrial Training; Inservice Teacher Education; Institutional Cooperation; Needs Assessment; On the Job Training; Postsecondary Education; Program Evaluation; Secondary Education; Vocational Education Teachers

This study was conducted to examine the present and future scope and direction of adult vocational education. It focused on major forces that influence program planning and development, new and expanding program services, program planning and implementation strategies, and emerging issues within the field. Information was obtained in two ways: through a literature review of studies contained in two national computer databases and through a series of structured interviews with 26 officials of community colleges, public schools, professional associations, labor unions, and private industry in 19 areas. Five emerging issues were identified: (1) needs analysis; (2) collaborative efforts among

Reeves, Karen; Bobell, John L. V.
A Case for: Guaranteed Employment Training.

PUB DATE - Dec 90
NOTE - 17p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Curriculum Development; *Entry Workers; Job Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Implementation; *Program Improvement; School Business Relationship; *State Standards; *Teacher Attitudes; Two Year Colleges; *Vocational Education Teachers; Vocational Schools
IDENTIFIERS - *Educational Warranty; *Georgia

In response to recent criticism of education in the United States and the need to provide society a more efficiently trained work force, the state of Georgia has recently instituted guaranteed postsecondary vocational-technical training. This program assures employers that when hiring a trained graduate from one of the 32 technical institutions in the state, they are guaranteed that the training received by that future employee was of the highest caliber. The warranty program is tied to implementation of statewide curriculum standards. To determine how teachers feel about the warranty, a questionnaire was distributed to 75 postsecondary technical institute instructors in southwest Georgia. The questionnaire asked the teachers' opinions on how the warranty program would affect long-range goals and the evaluation process and the expected effectiveness of the warranty by instructors who were or were not yet teaching under the new curriculum standards. Sixty (80 percent) of the questionnaires were completed. Analysis of the questionnaires showed a positive reaction to the warranty program. A majority of the instructors expected that during the next 2 years, because of the warranty program, enrollment will increase, dropouts will decrease, paperwork will increase, and student knowledge retention, motivation, and self-esteem will increase. They also expect that relations with business and local communities will improve. (28 references) (KC)

ED 329 784 CE 057 381

Schuemer, Rudolf, Ed.
Evaluation Concepts and Practices in Selected Distance Education Institutions.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE - Jan 91
NOTE - 236p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Collected Works - General (020), Reports - Research/Technical (143)
DESCRIPTORS - Developed Nations; *Distance Education; Educational Quality; *Educational Research; *Evaluation Methods; Evaluation Research; Foreign Countries; Higher Education; Instructional Material Evaluation; Program Effectiveness; Program Evaluation; Student Evaluation; Universities
IDENTIFIERS - Australia; Costa Rica; Great Britain; Hong Kong; India; Israel; Italy; New York; Norway; Venezuela; West Germany

This report contains, in addition to the introduction and preface, IDENTIFIERS - *Tennessee

This study established baseline data, compared Tennessee high school students' and parents' perceptions about working This study established baseline data, compared Tennessee sales tax contributions of the students. The study was limited to the perceptions of the high school students and their parents concerning working part time while in high school. The questionnaire, The Tennessee Secondary Student Employment Survey, that was developed consisted of demographic questions and 31 opinion items pertaining to high school students working. A random sample of 1,980 students and 1,021 parents in selected school and grade levels participated in the study. This research was based on three questions: (1) the opinions of these students about working part time; (2) the opinions of their parents; and (3) differences between student and parent opinions about the effects of working part time. On the whole, students and parents felt that working part time during high school helped students. Parents and students agreed that working part time did not help students improve their grades, improve their school attendance, and stay in school. More students than parents agreed that students should work as many hours as they wish. More parents than students agreed with limiting weekly work to 20 hours. and thought that working more than 20 hours per week would cause high school grades to drop. (15 references) (NLA)

ED 329 802 CE 057 446

Higher Skills. A Case Study of the Role of Further Education Colleges in Meeting the Training Needs of the Small Plant and Tool Hire Industry.
Further Education Unit, London (England).
PUB DATE - 90
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Colleges; *Educational Demand; Electrical Occupations; *Equipment Maintenance; Foreign Countries; Job Skills; *Job Training; Labor Needs; Machine Repairers; Occupational Information; Off the Job Training; On the Job Training; Postsecondary Education; *Program Design; Program Development; Program Implementation; School Role; Skilled Occupations; *Small Businesses; *Technical Institutes; Vocational Education
IDENTIFIERS - *Great Britain

A British project explored ways further education colleges could help meet training needs of small businesses, specifically the small plant and tool hire industry. The industry's leading organization, the Hire Association of Europe (HAE), provided a list of members; responsibility for making contact rested with the colleges. The most effective initiatives used the HAE's organizational structure and good-will to establish personal contacts. Face-to-face contact was more effective than mailed questionnaires in identifying employer training needs. Study participants agreed that an effective approach to marketing would be based on a centrally controlled marketing operation with the HAE as its focal point. Lessons learned from designing the learning program were that: (1) the problems of small student numbers and flexible delivery systems required innovative approaches; (2) content should reflect clients' needs; and (3) customization was essential. Special concerns in delivering the learning opportunities included location and scheduling, integration of workplace and college learning, college access to equipment and facilities, and cost. Role options open to colleges were as a supplement to on-the-job training, manager of learning competencies; vocational testing and assessment; program evaluation; and priorities for counseling services. The report concludes that the review led to enhancement in services and emphasized the need for ongoing adjustments. (ABL)

ED 329 821 CG 023 190

South, Luis
Intercultural Communication: A Holistic Approach to the Issue of Racism.

PUB DATE - 15 Aug 90
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Blacks; *Change Strategies; *Holistic Approach; *Racial Bias; *Racial Discrimination

Communication theorists now concerned with developing better intercultural interactions are suggesting movement from an approach that has been purely analytical to one that is holistic. American society is at a stage where is must move from "dichotomization" to a more humanistic approach that involves unconditional positive regard for others, as well as activity that is indicative of such heightened awareness. Too often communication channels break down within American institutions when there is a call for an assessment of racial bias, and questioning erupts as to what degree racism is upheld through institutional policy. Institutional racism is an unavoidable experience for nearly all people living in America. Even those who function as the oppressors eventually fall as victims of such a system. Institutional racism demands conscious counter movement in order to maintain law and order in a culturally diverse society. Racism is systematic, and at some level, it is conscious. People of European descent may feel they are being attacked when racism is mentioned. In modern America, people of African descent often avoid discussing racism for a variety of reasons. Without a doubt, preparation for developing a forum to discuss institutional racism is a time-consuming affair. What is needed to make it work is a conscientious willingness to be sensitive to the needs of the people who participate in such a forum, which would be an intellectually and emotionally stimulating experience as well. (ABL)

ED 329 822 CG 023 191

Press, Allan N.; Osterkamp, Lynn
Family Relations of the Middle Generation: Adults' Frustrations and Satisfactions with Parents and Children.

PUB DATE - Nov 90
NOTE - 7p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adult Children; Children; *Older Adults; *Parent Child Relationship

Parents and children today can expect to share nearly half a century of life in contexts likely to be increasingly complex and emotionally stressful. One way to explore the quality of adults' relationships with their parents is to compare their assessments of these relationships with their assessments of another family use for a day and calculate the total number of gallons of water used by the class in one day. Lesson 3 continues the theme of personal responsibility with a student assignment to collect all personal garbage for a day. In lesson 4, students survey sources of air pollution at home or at school and commit to an action to help reduce air pollution. Lesson 5 broadens the focus from local aspects of environmental issues to global issues, with the introduction of rain forests as an important environmental resource. In lesson 6, students are encouraged to review the commitments they have made and assess their progress toward an environmental ethic. Student information and worksheets are included. (LLL)

ED 329 842 CG 023 212

Laing, Susan J.
Into Adolescence: A Menu for Good Health. A Curriculum for Grades 5-8. Contemporary Health Series.

SPONS. AGENCY - Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE - 91
NOTE - 96p.; For related documents, see CG 023 211-213.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Body Image; Body Weight; *Eating Habits; *Elementary School Curriculum; *Elementary School Students; Health Education; Intermediate Grades; Junior High Schools; Junior High School Students; *Nutrition; *Nutrition Instruction; Physical Health

This module, oriented toward middle school students in grades 5-8, includes nine lessons designed to help students synthesize nutritional information and use it to improve their health. In lesson 1, students look at factors that influence food choices. Lesson 2 uses creative expression activities to help students learn about the role of nutrients. They are encouraged to make presentations on nutrients, and in lesson 3, the content of the presentations is used as a basis for a game show. Lesson 4 explores the composition of a balanced diet. Students learn about food groups and complete a food diary. Lesson 5 addresses the consumer aspects of nutrition. It includes an opportunity to learn more about reading food labels and the role of additives. In lesson 6, students evaluate school eating areas and develop a survival guide for eating out nutritiously. Lesson 7 deals with body image and influences of the media. Lesson 8 addresses weight control, emphasizing variety and moderation in diet, and the importance of making permanent changes in eating patterns. In lesson 9, students are asked to synthesize nutrition information and plan a party that features nutritious food. Student information sheets and worksheets are included. The appendix describes some health problems related to nutrition. (LLL)

ED 329 843 CG 023 213

Waters, Mae; Hocker, Anita
Into Adolescence: Actions for Wellpower. A Curriculum for Grades 5-8. Contemporary Health Series.

SPONS. AGENCY - Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE - 91
NOTE - 82p.; For related documents, see CG 023 211-212.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from

own counseling futures. "Some Basic Conceptions Regarding a Study of the Future" (Garry R. Walz), the first of six chapters, identifies commonly used methods for assessing the future and discusses six factors that can play an important role in one's approach to futurizing. "What Recent Survey Research Indicates for the Future of Counseling and Counselor Education" (George M. Gazda) summarizes three surveys regarding trends in counseling and counselor education and then cites various changes and developments that would be desirable for counseling in the future. "The Evolution of Counseling" (Bruce Shertzer) looks at both positives and negatives in counseling, viewing the evolution of counseling during the next few years as a function of a larger society going through a difficult period in history. "Forces for Change in Counseling and Counselor Education" (Garry R. Walz) identifies and discusses five forces having particular relevance for counselor education and supervision and for counseling itself. "Nine Trends Which Will Affect the Future of the United States" (Garry R. Walz) emphasizes developments relevant to counseling, presenting nine trends and accompanying significant factors related to each of the trends. "Future Focused Generalizations on Counseling" (Garry R. Walz) encapsulates ideas and images presented in this monograph into 12 succinct generalizations about counseling in the future. References are included. (NB)

ED 329 863 CG 023 233

Gholar, Cheryl R.; And Others
Wellness Begins When the Child Comes First: The Relationship between the Conative Domain and the School Achievement Paradigm.

PUB DATE - Apr 91
NOTE - 13p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; *Academic Aspiration; Change Agents; Cognitive Development; Cognitive Dissonance; Counselor Role; *Educational Counseling; *Educational Environment; Educational Theories; Elementary Secondary Education; Learning Motivation; *Student Motivation; Teacher Student Relationship
IDENTIFIERS - *Conation

This paper examines the role of the conative domain in the acquisition of sustainable school achievement. The focus of the conative domain is to embrace the learner with an all-encompassing determination to achieve. It is set in motion by a clear and self-directed sense of purpose in an environment of challenge and cognitive dissonance. Counselors and educational leaders need to understand the correlation between the will to do and school performance. When learning is nurtured by the support of caring, responsive professionals, the desire to achieve is heightened. Thus, the affective/cognitive connection is buttressed to a level where students becomes empowered to reach beyond themselves. The power of the affective/cognitive connection is unleashed when school counselors and other educational professionals factor in the role of conation in the formula for school success. Through understanding the role of the learner's will, desire, and determination to achieve in an academic setting, educators can more clearly understand the significance of using their skills as change agents to activate student success. When viewed as an integral part of a sound educational plan for developing competent and caring young people, students will emerge from our educational activities; (2) assessment materials; and (3) general information materials. The third section provides brief descriptions of various organizations and programs involved in preventing and stopping alcohol and other drug use among young people. Most of the materials included in this resource list are free of charge. (LLL)

ED 329 883 CG 023 255

You Can Start A Student Assistance Program. The Fact Is...
Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE - 88
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)
DESCRIPTORS - *Alcohol Abuse; *Drug Abuse; Elementary School Students; Elementary Secondary Education; *Prevention; *Program Development; Pupil Personnel Services; Resource Materials; Secondary School Students

This report, prepared by the Office for Substance Abuse Prevention (OSAP) provides information for starting a student assistance program as one approach for intervening and preventing alcohol and other drug problems among school-age youth. The purpose and function of student assistance programs are described, including the benefits they offer both students and schools for a wide range of problems. A section describing a program model outlines the components found in virtually every school with this type of program. Three examples are presented of school districts that have successfully adopted a student assistance program. The models differ in the services offered and the way the services are delivered, but each provides students with previously unavailable resources and help. An annotated resource list on student assistance programs citing books and booklets, periodicals, and articles is provided, and organizations that assist with planning these programs are also listed. (LLL)

ED 329 884 CG 023 256

You Can Prevent Alcohol and Other Drug Problems among Elementary School Children. The Fact Is...
Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE - 88
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - *Alcohol Abuse; Drinking; *Drug Abuse; Elementary Education; *Elementary School Students; *Prevention; Resource Materials

This resource list on preventing alcohol and other drug problems among elementary school children was compiled by the Office for Substance Abuse Prevention (OSAP). The main emphasis is helping educators and parents of children between the ages of 4 and 12 teach the no-use message. Using these resources, teachers, health educators, and community program planners can plan prevention activities for elementary school children. Parents can teach their children the importance of healthy lifestyles and can prepare them for the peer pressure they are likely to encounter as they grow

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Books (010), Collected Works - General (020)
DESCRIPTORS - Higher Education; *Learning Strategies; Program Administration; Program Evaluation; Reading Instruction; *Reading Programs; *Reading Tests; *Study Skills; Undergraduate Students
IDENTIFIERS - Reading Management

Intended as a comprehensive collection of knowledge about managing college-level reading and study strategy programs for practitioners, administrators, and researchers, this book provides a review of the theoretical, empirical, and programmatic issues in the field. Chapter 1 ("Reading, Writing, and Academic Literacy" by Sharon L. Pugh and Faridah Pawan) reviews current thinking about the development of literacy at the college level. Chapter 2 ("Program Organization" by Kathy Carpenter and Linda L. Johnson) looks at the various organizational schemes of reading and study strategy programs at the college level. Chapter 3 ("Program Evaluation" by Hunter R. Boylan and others) explores the evaluation of such programs. Chapter 4 ("Reading Tests" by Rona F. Flippo and others) discusses issues and problems surrounding the assessment of reading at the college level and explores the various types of tests currently available. An appendix to chapter 4 summarizes the authors' evaluation of the tests reviewed. (SR)

ED 329 903 CS 010 453

Smith, Michael Sloane
A Study of the Socialization of Student Teachers with a Whole Language Perspective.

PUB DATE - 8 Aug 90
NOTE - 232p.; Ph.D. Dissertation, Indiana University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Dissertations/Theses - Doctoral Dissertations (041), Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; Classroom Environment; Classroom Research; Elementary Education; Higher Education; Language Arts; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teachers; *Student Teaching; Teaching Conditions; *Teaching Experience; *Whole Language Approach
IDENTIFIERS - Student Teacher Characteristics; Teacher Socialization

To date there has been no research done on teacher education programs that use whole language as a vehicle for instilling reflective forms of pedagogy. This study is an initial effort to develop a research base in this area. The study examined the socialization process of teachers who adopted the teaching perspectives of the whole language approach in a variety of placement sites. Subjects, six white female elementary student teachers, were specifically chosen for their high degree of commitment and a well-informed understanding of the philosophy of whole language. The primary methods used for data gathering were interviews, observations, and examinations of relevant documents. Results indicated: (1) the basic tenets of whole language philosophy are in line with those tenets of reflective pedagogy that many educators are attempting to promote; (2) the subjects' teacher education program was responsible for moving them towards their whole language perspectives but was deficient in many areas; (3) subjects faced many constraining factors during the student teaching experience, including interactive, personal, institutional, and cultural factors; and (4) all the subjects continued to support verbally their original beliefs about whole language, even though they were forced to conform to the existing curriculum. (One-hundred seventy-two references and a list of

Subjects, enrolled in either an introductory teacher education class, a content reading class, or a student teaching class, were administered a variety of measurement instruments designed to measure their knowledge and concerns about content area reading in secondary education. Results indicated that: (1) the content reading class had an important impact on secondary preservice teachers' knowledge; (2) there were no significant interactions between gender and likelihood of utilization of content reading; (3) growth in both preservice and inservice teachers is developmental in nature; (4) change is a developmental process; and (5) having clear expectations facilitated implementation of content area reading. (Twenty references, three measurement instruments, and a professional development continuum are attached.) (RS)

ED 329 923 CS 010 474

Wayson, William W.
Sustaining Improvement: The Teacher's Role in Helping School Systems Learn.

PUB DATE - 5 Feb 90
NOTE - 14p.; Paper presented at the Annual Meeting of the Ohio Reading Recovery Program (Columbus, OH, February 5, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Educational Change; *Educational Philosophy; *High Risk Students; Primary Education; *Remedial Reading; Teacher Administrator Relationship; *Teacher Role
IDENTIFIERS - Ohio Reading Recovery Program; *Reading Recovery Projects

One of the few efforts that arose in the 1980s that has much to teach the American educational system is Reading Recovery. Its contribution depends wholly upon what teachers do to make it work and what they do as professional educators to improve schooling for all America's children. Reading Recovery faces a variety of threats: it is educating children who were not supposed to be educated; it often is required to pass severe experimental requirements, yet the old programs were never tested; and it can be undermined by the desire to find shortcuts in implementing it. Teachers can do much to sustain improvements, if they: (1) adopt a "can-do" attitude; (2) do not wait for someone else to do it for them; (3) keep their enemies out in the open; (4) do not expect to win them all or for any to be won easily; (5) teach all those who have ears to hear and eyes to see; (6) build a constituency; (7) nurture a corps of friends; and (8) know that what Reading Recovery teachers are doing is important. Reading Recovery will not reach every child; it has never claimed to do so. What it does claim to do, and it does it very well in the hands of well-trained and dedicated teachers, is to teach a greater proportion of the historically neglected children of the world than any other previous method has ever done, and it does it more efficiently and effectively. (RS)

ED 329 924 CS 010 475

Carr, Sonya C.
The Effects of Prior Knowledge and Schema Activation Strategies on the Inferential Reading Comprehension Performance of Learning Disabled and Nonlearning Disabled Children.

PUB DATE - Jan 91

inference were important. (Three tables of data are included and 33 references are attached.) (SR)

ED 329 942 CS 010 495

Shermis, Michael, Ed.
Parents and Children Together. Volume 1, Nos. 1-12.
Indiana Univ., Bloomington. Family Literacy Center.
PUB DATE - Jun 91
NOTE - 776p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - Serials (022)
DESCRIPTORS - Elementary Education; *Parent Child Relationship; Parent Influence; Parenting Skills; *Parent Participation; *Parents as Teachers; *Parent Student Relationship; Preschool Education; *Reading Aloud to Others; Reading Materials; Talking Books
IDENTIFIERS - *Family Literacy

This series of booklets is intended for parents and children to share, reading the booklets together as they listen to the companion tape for each booklet. Each booklet (focusing on a particular topic) answers practical questions from parents, describes activities that can be used at home, notes some books for parents and children, and contains three read-along stories. The twelve booklets in volume 1 of this series are on the following topics: (1) Family Storytelling; (2) Motivating Your Child to Learn; (3) Learning and Self-Esteem; (4) Linking Reading and Writing; (5) Discipline and Learning; (6) Holiday Reading; (7) Learning Science at Home; (8) Recreation for Health and Learning; (9) Folktales for Family Fun; (10) Learning Math at Home; (11) Stretching Young Minds in the Summertime; and (12) Parents as Models. (SR)

ED 329 943 CS 010 496

Schumacher, Sharon
A Program for Motivating Sixth Grade Language Arts Students To Improve Reading Levels through Using News Periodicals with an Emphasis on Relevance and Critical Thinking.

PUB DATE - Mar 91
NOTE - 52p.; M.S. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - *Critical Thinking; Grade 6; Instructional Effectiveness; Intermediate Grades; Language Arts; Learning Activities; Newspapers; *Reading Attitudes; *Reading Improvement; Reading Materials; Reading Skills; *Student Motivation; Writing Assignments; *Writing Attitudes; *Writing Improvement; Writing Skills
IDENTIFIERS - Botel Reading Inventory; *Newspaper in Education Program

A practicum addressed the problems of low reading levels, deficient writing skills, and poor attitudes toward reading. The objectives were to increase reading levels, improve writing skills, and improve attitudes toward reading and in this process to improve

Leier, Cindy
Craig, The Writer: Emerging Literacy through Innovative Spelling.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE - Apr 91
NOTE - 12p.; Printed on colored paper.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; Ethnography; *Invented Spelling; Preschool Education; Qualitative Research; *Writing Ability; Writing Evaluation; Writing Research; *Written Language
IDENTIFIERS - *Beginning Writing; *Childrens Writing; Emergent Literacy; Writing Development

A ethnographic study examined the ways a young child's mind grasps the idea of the written word. The 5-year-old subject, called "Craig" in this article, had an unending thirst for print, read at the second grade level, and had fluent speech and vocabulary. Craig was followed over the previous 8-month period from the time he first gained manual dexterity with the use of a writing instrument through his present development with invented spelling strategies. His artwork and writing samples were collected from daycare, preschool, and home settings. His progress in written language can be documented through his development in the following areas: (1) graphic formation of upper and lower case letters; (2) graphic formation of numbers; (3) use of appropriate directionality in writing words; (4) appropriate spacing of letters and words; (5) use of initial and final consonants in invented spelling; (6) representation of many sounds and surface features in words; (7) use of visual memory; and (8) beginning development of standard spelling. Findings suggest that spelling is developmental and that the invented spelling process results from children's natural encounters with print. (RS)

ED 329 965 CS 212 714

Graham, Ronald Jonathan, Jr.
The History of "Southern Magazine," 1986-1989.

PUB DATE - Apr 90
NOTE - 106p.; M.A. Thesis, University of Mississippi.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042), Historical Materials (060)
DESCRIPTORS - Content Analysis; Journalism; *Journalism History; Media Research; *Periodicals; Popular Culture; Publishing Industry; Regional Attitudes
IDENTIFIERS - *Regional Magazines; *Southern Magazine; United States (South)

This thesis presents the history of "Southern Magazine," the only widely circulated general interest magazine in the South, published from 1986-1989, after which, experiencing money problems, the magazine was bought out by a competitor and ceased publication. The seven chapters of the thesis are as follows: (1) Introduction; (2) Climate of Regional Magazine Publishing; (3) Genesis of "Southern Magazine"; (4) "Southern Magazine": Publishing History; (5) Sale and Repositioning; (6) Content Analysis; and (7) Summary and Conclusions. Four tables of data are included. A selected bibliography lists 78 newspaper and magazine articles, theses and unpublished works, interviews, and books. (SR)

ED 329 966 CS 212 715

The guide's sections are arranged according to the following topics: (1) reference books (biographical information, historical sources, biographical and critical information, bibliographies, and poetry--sources for criticism); (2) books on individual authors and their works; and (3) indexes to criticism in periodicals. (SR)

ED 329 987 CS 212 737

Van Noate, Judith, Comp.
The Brontes: A Research Guide.
North Carolina Univ., Charlotte. J. Murrey Atkins Library.
PUB DATE - 90
NOTE - 19p.; For other guides in this series, see CS 212 732-739. Small print on some pages may affect legibility.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Authors; *English Literature; Higher Education; Library Guides; *Library Materials; Library Skills; *Literary Criticism; *Nineteenth Century Literature; *Reference Materials
IDENTIFIERS - Bronte (Anne); Bronte (Branwell); *Bronte (Charlotte); *Bronte (Emily); University of North Carolina Charlotte

This handout is a guide to library resources in the J. Murrey Atkins Library at the University of North Carolina-Charlotte, for the study of the 19th-century English authors Branwell, Anne, Charlotte, and Emily Bronte. The guide is intended to help readers find resources in the Atkins library for biographical and critical material on the Brontes. The guide is in four sections: (1) Books; (2) Reference Works (dealing with criticism in collections, individual bibliographies, and collective bibliographies and checklists); (3) Periodical Indexes; and (4) PASL (Periodicals and Serials List). (SR)

ED 329 988 CS 212 738

Van Noate, Judith, Comp.
John Milton: A Research Guide.
North Carolina Univ., Charlotte. J. Murrey Atkins Library.
PUB DATE - 91
NOTE - 23p.; For other guides in this series, see CS 212 732-739. Small print on some pages may affect legibility.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - *English Literature; Higher Education; Library Guides; *Library Materials; Library Skills; *Literary Criticism; *Reference Materials; *Seventeenth Century Literature
IDENTIFIERS - *Milton (John); University of North Carolina Charlotte

This handout is a guide to library resources in the J. Murrey Atkins Library at the University of North Carolina-Charlotte, for sources of criticism for the study of 17th-century British author John Milton. The guide is intended to help readers find critical and biographical information on Milton. It explains important reference sources in the Atkins library reference collection and how to find additional information in books and periodicals. The

Neff, Bonita Dostal
The Future of Public Relations: A Multi-Disciplinary Analysis.

PUB DATE - Nov 90
NOTE - 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Curriculum Development; Higher Education; *Journalism Education; *Public Relations; *Speech Communication; *Speech Curriculum; Surveys
IDENTIFIERS - *Accrediting Council Educ Journalism Mass Commun; *Speech Communication Education

Literature reviews have indicated there is a lack of data on public relations curriculum development for communication and business departments. Observations have been reported of "spectacular" growth in public relations courses in communication (Grunig, 1989). The first multi-disciplinary survey (3,201 college and university catalogs) of public relations courses listed by departments establishes communication departments offer nearly twice as many courses designated as public relations (indicated by title or course description) as do business or journalism departments. These courses fit as closely as the public relations courses offered in journalism the "ideal" curriculum model proposed by the 1987 joint commission study by the Accrediting Council for Education in Journalism and Mass Communication and the Public Relations Society of America on the design of an undergraduate program of study. While controversy remains on the suitability of communication or journalism to adequately support a public relations curriculum, there is clear evidence that without a tremendous dislocation of resources and faculty, business departments have neither the interest nor the track record in public relations curriculum development. Future public relations curriculum development will be led by communication departments, and the lack of knowledge about each other's disciplines needs to be facilitated in some major way. (Author/SG)

ED 330 010 CS 507 411

Neff, Bonita Dostal
Mass Communication, Public Communication, and Interpersonal Communication: A Global Model for International Public Relations.

PUB DATE - Nov 90
NOTE - 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cross Cultural Training; *Curriculum Development; Ethics; Global Approach; Higher Education; *Journalism Education; *Models; *Public Relations; *Speech Communication
IDENTIFIERS - *Curriculum Emphases; International Public Relations

A participatory model of public relations proposed by Dean Kruckeberg and Kenneth Starck would seek not to serve a public but to build a sense of community. In this model the advocacy focus of the publicity model is dropped and there is a movement toward relationships rather than selling products and services. Leaving behind the journalistic approach of publicity, public relations professionals do more interpersonal and public communication where

PUB DATE - Sep 90
NOTE - 174p.; Supplementary support provided by the United Resources Foundation and matching funds from participating districts and agencies.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Annotated Bibliographies; Case Studies; Change Strategies; Economic Change; *Educational Change; Educational Practices; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Higher Education; Incentives; Minority Groups; Pilot Projects; *Public Education; Racial Composition; Rewards; School Choice; School Districts; *School Restructuring; Social Change
IDENTIFIERS - *California (Imperial County); *California (San Diego County)

This document reports on a pilot project called "The Consortium of Schools for the Future," designed to anticipate and make necessary adaptations for the future of public education. A section describing the project precedes a discussion of the disparity between advantaged and disadvantaged students--particularly along racial and ethnic lines. Demographic information on Hispanics, Blacks, American Indians, and Asians in San Diego County, California, is given along with data on teen-pregnancy, poverty, drugs, AIDS (Acquired Immune Deficiency Syndrome), and gangs. The bulk of the document contains 15 case studies representing schools from all levels, school districts, and departments of education, as well as one home study alternative. Topics found in the case studies include school background, priorities, specific plans and projects, staff development, decision-making, problems, restructuring, school choice, tracking, technology, peer coaching, peer evaluation, key issues, curriculum, instruction, values, future plans, and parent, community, and school relationships. An annotated bibliography covering 11 videotapes, 2 audiotapes, and 100 written sources is appended along with sections on rewards incentives in the education profession, the issue of choice, and schools of the future. (CLA)

ED 330 031 EA 022 703

Hall, Robert F., Ed.; Smith-Dickson, Bonnie, Ed.
Financing Illinois Schools in the 1990s: Reaching a Consensus. Proceedings of the Meeting (Macomb, Illinois, January 24-25, 1990).
Western Illinois Univ., Macomb. Illinois Inst. for Rural Affairs.
PUB DATE - Jul 90
NOTE - 164p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Change Strategies; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Policy; Financial Problems; *Public Schools; School Restructuring; *School Support
IDENTIFIERS - *Illinois

The meeting reported in this document was attended by 128 persons associated with Illinois public schools whose purpose was to collectively address restructuring the Illinois school aid formula and issues integral to an adequate school funding system and equitable educational opportunities for all children in Illinois. The overall goal was to bring participants from widely disparate school districts together and the agenda was planned to facilitate

(5) an intervention process to reward the positive and correct problems. Certain common, observable factors are exhibited by effective principals, including a concern for all aspects of the educational endeavor and an understanding that improvement involves change. (EJS)

ED 330 050 EA 022 760

Duttweiler, Patricia Cloud
A Look at School-Based Management. Insights on Educational Policy and Practice, Number 6.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jan 89
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Administrative Organization; *Decentralization; Educational Administration; Elementary Secondary Education; Institutional Autonomy; Management Systems; School Administration; *School Based Management; *School Restructuring

A number of researchers and national commission reports have recommended increased autonomy of public schools through school-site management. School-based management entails focusing the full resources of the system at school level and allowing decisions to be make at that level where faculty and principal constitute a natural management team. Principals act as chief executive officers and the responsibility that they shoulder is matched by an equivalent amount of authority. No one in the central office receives a higher salary than the principal, and teachers are able to earn as mush as their principal. Principal and staff have the authority to make decisions about curriculum and allocation of funds. Central administrators become managers, evaluators, and supporters of the school system instead of bosses and directors while superintendents continue to be chief administrators and responsible to governing boards. (EJS)

ED 330 051 EA 022 761

Duttweiler, Patricia Cloud
Improving the Learning Climate. Insights on Educational Policy and Practice, Number 7.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 89
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Change Strategies; *Educational Environment; Educational Strategies; Elementary Secondary Education; *Instructional Effectiveness; *Organizational Climate; *School Effectiveness

The quality of a school's learning climate determines its success or failure. The learning climate includes school atmosphere and leadership. Implementing school improvement programs is a process that involves the whole school community. Among other factors, program success is most likely when administrators and faculty develop plans tailored to their school's problems. To guide the implementation process, the Learning Climate Inventory has been developed to provide a description of perceptions help by those analyzes tuition and salary trends, adjusting for changes in the cost of living over time. The base year for analysis has been set at 1981-82. Other trend years include 1985-86 and 1988-89 through 1990-91. Median figures are used to summarize trend data in this report. Tuition and salary data from the survey of 33 Canadian member schools are summarized in 4 tables out of a total of 46. Among the report highlights are the following: (1) student median tuitions have increased by 7.4 percent over the past year; (2) the day student median tuition for 1990-91 is $6,429 and the boarding student median tuition is $14,601; (3) teacher median salaries rose 5.8 percent to $25,207 in 1989-90; and (4) head median cash salaries increased by 7.7 percent to $70,000 for 1990-91. (MLF)

ED 330 074 EA 022 792

Business Management for Independent Schools. Fourth Edition.
National Association of Independent Schools, Boston, Mass.
PUB DATE - 90
NOTE - 170p.; For previous edition, see ED 310 495.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Administrator Guides; Budgeting; *Certified Public Accountants; Computer Uses in Education; *Educational Finance; Elementary Secondary Education; Endowment Funds; Financial Audits; Financial Policy; Interest (Finance); Investment; *Money Management; *Private Schools; Records Management; *School Accounting; School Business Officials; School Funds

This fourth edition of a guide for independent school business managers has been produced in looseleaf format so that changes may be made promptly as decisions of regulatory bodies require modifications in current practice. Fourteen chapters are organized under three broad topic headings. Chapters in part 1, Accounting and Financial Reporting, concern the following subtopics: (1) basic accounting principles; (2) accounting for plant funds; (3) accounting for endowment funds; (4) accounting for operating funds; (5) the chart of accounts; and (6) financial statements. Part 2, Financial Management, contains chapters on: (7) dealing with the independent certified public accountant; (8) budgeting concepts and procedures; (9) cash management; (10) internal controls; (11) endowment management; and (12) financial planning. Part 3, Administrative Issues, contains chapters 13 and 14, which deal respectively with computerization of administrative issues and records retention. A number of exhibits contain sample entries to illustrate the principles explained in the text. (MLF)

ED 330 075 EA 022 793

NAIS Statistics, 1989-90. Enrollment, Staff, People of Color.
National Association of Independent Schools, Boston, Mass.
PUB DATE - 90
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - Elementary Secondary Education; *Enrollment Trends; Foreign Countries; *Minority Group Children; *Minority Group Teachers; Private School Aid; *Private Schools; *School Personnel;

IDENTIFIERS - *United States (Southwest)

A demographic, programmatic, and holistic examination of successful school and business/community partnerships in the southwestern United States is presented in this compendium. Following the introduction, the second section provides information on the demographic characteristics of partnerships, including total enrollment and student ethnicity, rural/urban settings, and the number and size of participating businesses. Section 3, on programmatic characteristics of partnerships, provides a brief overview of intended student outcomes, such as enrichment experiences, school-to-work experiences, equal education opportunities, and staff resources. Detailed profiles of 13 individual school partnerships, 29 districtwide partnerships, and 4 interdistrict partnerships are presented in the fourth section. (LMI)

ED 330 095 EA 022 820

Frick, Cynthia R.; Fraas, John W.
Stress and Educational Administration: Variations in Stress Factors across Administrative Levels.

PUB DATE - Oct 90
NOTE - 30p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Administrator Responsibility; Administrator Role; *Administrators; Educational Administration; Elementary Secondary Education; *Stress Management; *Stress Variables; Work Environment
IDENTIFIERS - *Richland County School District OH

Factors and perceptions of stress in educational administration are examined in this report. A survey of 86 administrators in Richland County, Ohio, in which the Administrative Stress Index was used to explore causes of stress and to rate the severity of each stressor, yielded a 97 percent response rate. Results were statistically analyzed for aggregate and disaggregate data by administrative level and by four demographic variables. Five categories of stress factors were developed: administrative constraints; administrative responsibilities; interpersonal relations; intrapersonal conflicts; and role expectations. Findings indicate stressors common to all administrative levels as well as factors unique to specific positions; however, time and administrative constraints were most frequently perceived as sources of stress for site-based administrators. Recommendations are made for the inclusion of stress management in professional development programs tailored to individuals and administrative levels, for mentoring programs, and for further research on gender-specific issues. Five tables are included. (15 references) (LMI)

ED 330 096 EA 022 822

Carl, Iris M.
Better Mathematics for K-8.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE - Mar 91
NOTE - 8p.
LANGUAGE - English

Pupil Transportation Services: A Self-Assessment Guide for School District Fiscal Policy Teams.
California State Dept. of Education, Sacramento.
PUB DATE - 90
NOTE - 36p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Test, Questionnaires, Evaluation Instruments (160), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Administration; *Bus Transportation; Elementary Secondary Education; *Management Teams; Money Management; Public Relations; School Restructuring; *Student Transportation; Teamwork
IDENTIFIERS - *California

This guide is designed to assist fiscal policy team members in assessing current standards and practices of school transportation systems in relation to the total school program. Team members should read the guide independently to determine their own familiarity with requirements essential to school transportation operation. An introductory statement, school transportation goal, and one or more standards that serve as reference points against which current practices can be assessed are provided in each of eight sections: (1) organization and administration; (2) financial management; (3) facilities management; (4) equipment management; (5) human resources management; (6) operations; (7) pupil management; and (8) public relations. Results to questions answered independently by team members should be used as a basis for discussion and help facilitate improving the district's school transportation program. (EJS)

ED 330 118 EA 022 879

Hatch, Mary B.; And Others
Your Audit and Financial Controls.

PUB DATE - Oct 90
NOTE - 31p.; Speech given at the Annual Convention of the Maine School Board (Augusta, ME, October 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Accountants; *Accounting; Bookkeeping; Elementary Secondary Education; *Financial Audits; *Financial Policy; Financial Services; Financial Support; *Money Management; Recordkeeping; *School Accounting

Audits should be performed on school accounting systems because they are required by law and they provide independent reviews of school financial procedures and suggestions for improvement. A licensed certified public accountant, public accountant, or an accountant who has met the Continuation of Education requirement should perform the audit. Auditors are hired by sending a Request for Proposal (RFP) that gives information about the school system and asks about the auditing firm. When performing an audit, an auditor will gain an understanding of internal controls, assess risks, and conduct tests of financial records. An audit report describes what was audited, the delegation of responsibility, basis of opinion, explanatory language, audit guidelines, and the auditor's opinion. A management letter is used in some cases to inform administrators of deficiencies in internal controls. Suggested financial controls (general, budget, cash, purchasing, payroll, and grants) are

Federal Aid; Federal Legislation; *Federal Programs; Health Services; Legislation; Mental Health; Program Descriptions; Program Effectiveness; Social Services; Special Education; State Federal Aid; *State Programs; Transportation; Vocational Rehabilitation
IDENTIFIERS - *Developmental Disabled Assist Bill of Rights Act; *Virginia

This report presents summaries of federally-assisted and state (Virginia) funded programs as required by Public Law 100-146, The Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1987. Information presented for each of the 55 programs includes: (1) the administering agency; (2) the legislation enabling the provision of services; (3) the eligibility requirements for receiving services; (4) the scope of the programs (range of the services offered); (5) the extent of services (data on the number of persons served or program expenditures); and (6) the effectiveness of the services in meeting the needs of individuals with disabilities. Programs are grouped under the following services: Department of Labor; Health Services; Housing; Medicaid; Mental Health Programs; Office of Human Development Programs; Protection and Advocacy; Social Security; Special Education; Transportation; Vocational Rehabilitation Programs; and Virginia Mental Health/Mental Retardation Service Programs. (DB)

ED 330 137 EC 300 107

Life Patterns: A Report on Life and Service Satisfaction of Virginians with Developmental Disabilities: Appendix B to the 1990 Report.
Virginia Commonwealth Univ., Richmond. Dept. of Rehabilitation Counseling.
SPONS. AGENCY - Virginia State Board for Rights of Virginians with Disabilities, Richmond.; Virginia State Dept. of Mental Health, Richmond. Mental Retardation and Substance Abuse Services.
PUB DATE - Dec 89
NOTE - 248p.; For related documents, see EC 300 105-108.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Adults; Attitudes; Children; Community Services; *Developmental Disabilities; *Disabilities; Elementary Secondary Education; Employment Opportunities; Financial Needs; Individual Needs; Needs Assessment; Normalization (Handicapped); Personal Autonomy; Productivity; *Quality of Life; *Social Integration; State Programs; State Surveys
IDENTIFIERS - *Virginia

This document reports on a survey of 309 Virginians with disabilities, of all ages, concerning first, the satisfaction with and need for services, and second, the current status of efforts to increase independence, community integration, and productivity among Virginians with developmental disabilities. Individual chapters address: the survey methodology, life roles, life supports and services, independence, community living and integration, and productivity. Services and supports related to financial welfare dominate perceptions of satisfaction and need. While satisfaction with direct services is generally high, satisfaction with supports is much lower, and Virginia's service system often fails to target its resources with appropriate differentiation across disability groups. Findings concerned with improving the quality of life for persons with developmental disabilities include the following: the unavailability of work is a major barrier to increasing productivity and quality of life for

Program Evaluation; *Research Methodology; *Teacher Attitudes
IDENTIFIERS - *Focus Groups Approach; *Georgia Center for Continuing Education

A study was conducted to analyze and describe faculty usage of the Georgia Center for Continuing Education at the University of Georgia and to determine the usefulness of using focus groups in such research. Focus group methods and survey questionnaires were used during a series of five dinner discussion sessions with a total of 31 participants representing 13 academic units at the university. Among the more significant findings was that the participants have generally positive feelings about their experience at the Georgia Center. They find the staff professional, the facilities accommodating, and the service provided valuable. Although the ability of the Georgia Center to serve very diverse continuing education needs was perceived as a valuable dimension, rising costs and increasing bureaucratic complexity were perceived as barriers to continued service to a wide range of conference offerings. Participants suggested the opportunity for ongoing, formalized interchange as a means of strengthening the relationship between the faculty and the Georgia Center for Continuing Education. The study concluded that focus groups are an excellent tool for organizations to use to listen to their clients. (KC)

ED 329 652 CE 056 866

Abrahamsson, Kenneth
Adult Literacy and Basic Skills in Sweden. An Overview of Policy Issues and Research Needs.
National Swedish Board of Education, Stockholm.
PUB DATE - 90
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Basic Skills; Compulsory Education; Educational History; Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; *Illiteracy; Lifelong Learning; *Literacy Education; *National Programs; Research Methodology; *Research Needs
IDENTIFIERS - International Literacy Year 1990; *Sweden

Two separate historical traditions have influenced Swedish literacy: the church and formal schooling. In answer to the challenge of the International Literacy Year 1990, Sweden has formed a national committee to address such issues as future literacy missions, support of international understanding, and stimulation of research. The National Board of Education has identified the necessary levels of literacy that would apply to all pupils after 9 years of compulsory schooling. Research on literacy in compulsory schools has shown a positive picture of literacy and the importance of basic skills for future life. Research related to lifelong education, of which literacy is an inherent dimension, has focused on defining the problem of adult illiteracy, young people in upper secondary schools who have serious deficiencies in literacy skills, and adult basic education for immigrants, "new" learners, and adults with learning disabilities. A comprehensive research strategy would include studies of the acquisition of literacy, assessment of adult literacy levels, analysis of adult reading and writing disabilities, and international comparative studies. A Swedish approach to the future literacy mission would have an international flavor, focus on family literacy, include workplace education, and expand the concept of literacy to embrace all forms of communication. (11 references) (YLB)

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Business Education; *Business Education Teachers; Career Planning; Computer Literacy; Curriculum Development; *Distributive Education; *Distributive Education Teachers; Educational Needs; *Educational Research; Higher Education; Inservice Education; Job Placement; *Marketing; Microcomputers; Nominal Group Technique; Postsecondary Education; Program Development; Secondary Education; Teacher Education; Teacher Educators

Nine presentations are included in these proceedings: "Industries' Perception of Preparation of Marketing Teacher Education for Jobs in the Business World" (Thomas Allen); "Projecting the Need for Secondary Marketing Educators in Northeast Ohio to the Year 2000" (Patrick O'Connor); "Marketing Education: A Survey of State Supervisors Concerning Program Size, Growth, and Teaching Assignments" (Jerry Moorman); "Identification of Perceived Challenges of Secondary Indiana Marketing Education Teachers: Application of the Nominal Group Technique" (Rodney Davis); "Illinois Secondary Marketing Education Teachers' Perceived Needs for Inservice Education" (Ralph Wray); "Microcomputer Literacy of Marketing Education, Business Education, and Business Students" (Michael Littman); "The Teachers of Marketing Education Teachers" (Richard Lynch, Lillie Anderton); "The Marketing Education Program in Florida: Its Effectiveness in Placing Program Completers" (Wally Holmes, Ronald Dearden); and "The Successful Secondary Marketing Teacher: Implications for Marketing Teacher Education" (Nancy Ruff). (NLA)

ED 329 671 CE 057 054

National Workplace Literacy Program. Fiscal Year 1990 Project Abstracts. Resource Guide for the National Workplace Literacy Program.
Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education and Literacy.
PUB DATE - Dec 90
NOTE - 65p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Adult Basic Education; Adult Literacy; Adult Students; *Demonstration Programs; Education Work Relationship; *Federal Aid; Federal Programs; *Inplant Programs; *Literacy Education; On the Job Training; Program Descriptions
IDENTIFIERS - Partnerships in Education; *Workplace Literacy

This document provides one-page abstracts of the 39 workplace literacy programs funded through the U.S. Department of Education's Office of Vocational and Adult Education in 1990, and a resource guide for persons involved in such projects. The funded projects focus on basic literacy skills needed in the workplace and use reading and mathematics materials from the job as curriculum. Projects are conducted by partnerships between private organizations and education institutions. The projects address such needs as mathematics and literacy training for residential construction workers; basic skills instruction for health care workers to provide better services; English-as-a-Second-Language (ESL) training for hotel workers; and basic skills training for workers dealing with dangerous equipment so they can heed warnings and improve worksite safety. Each project abstract includes information about program title, project title, award number, project director, address, telephone, funds by fiscal year, award period, federal project officer, objectives, procedures,

Subcommittee on Education and Health of the Joint Economic Committee, Congress of the United States, One Hundred First Congress, Second Session.
Joint Economic Committee, Washington, D.C.
PUB DATE - 14 Jun 90
NOTE - 71p.; A portion of this document contains small type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Educational Improvement; *Educational Needs; *Education Work Relationship; Foreign Countries; Government Role; Hearings; High School Students; *Noncollege Bound Students; Policy Formation; Postsecondary Education; Public Policy; *School Business Relationship; Secondary Education
IDENTIFIERS - Congress 101st

This document reports written and oral testimony given at a Congressional hearing on problems in the education of noncollege-bound youth in the United States. Testimony was given by Representatives James H. Scheuer and Olympia J. Snowe; Franklin Frazier, General Accounting Office; Raymond J. Uhalde, Employment and Training Administration; Marc S. Tucker, president of the National Center on Education and the Economy; and Gordon M. Ambach, executive director of the Council of Chief State School Officers. Witnesses cited early lack of academic skills as the root of later school problems and also noted the lack of bridges between schools and the business world as a problem for youths finding work after high school. They also cited experiences with school-to-work transition programs in other countries for their applications to U.S. education. The witnesses suggested a role for the government in creating such programs. Other approaches suggested included alternative learning methods, workplace training, and increased development of school-business relationships. (KC)

ED 329 689 CE 057 089

Engel, Charles; And Others
Innovative Approaches in Continuing Education of Health Personnel in the European Region. Proceedings of a WHO Workshop To Promote the Use of New Methods in Continuing Education (Barcelona, Spain, December 9-12, 1987).
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
PUB DATE - 88
NOTE - 31p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Allied Health Occupations Education; Case Studies; *Continuing Education; Delivery Systems; Developed Nations; *Educational Improvement; *Educational Innovation; Educational Policy; Foreign Countries; *Health Personnel; Postsecondary Education; Program Improvement; Teaching Methods
IDENTIFIERS - *Europe

This document summarizes the discussion and reports of a workshop on continuing education of health personnel in Europe. The document is organized in six sections. The first section introduces the challenge of health personnel training and its relevance to health needs. The second section summarizes the major characteristics and general trends in continuing education systems in Europe and reviews country surveys that cover the basic issues. It also provides a general account on policies, existing structures, conditions, problems, and future trends of continuing education

Education; *Inservice Teacher Education; Secondary Education; *Teacher Centers; Teacher Certification; Teacher Interns; Teacher Placement; Teacher Workshops; Transitional Programs; Vocational Education; *Vocational Education Teachers
IDENTIFIERS - *Pennsylvania

A study determined the effectiveness of Pennsylvania professional development centers in the preparation of vocational teachers. The study used the perceptions of participants to ascertain the effectiveness in the various activities for which the centers receive state and federal funds. Vocational teachers responded to questions about nine center services: (1) pedagogical and technical workshops; (2) conventional off-campus courses; (3) pedagogical competencies for uncertified teachers; (4) competency-based internships; (5) competency-based programs; (6) professional problems assistance; (7) prospective teacher assistance; (8) economic system for meeting state certification requirements; and (9) statewide placement system. The study population was limited to 373 vocational teachers with 1-5 years of service who had completed the survey instrument. Based on the conclusions and supporting data in this study, five recommendations were made: (1) strategies for updating vocational teachers should be developed and implemented; (2) a review of off-campus offerings should be conducted; (3) industry-to-classroom transitional services should be reviewed and addressed if the need is real; (4) financial assistance should be provided to individuals from industry for the minimum credits required to become certified teachers; and (5) placement activities should be eliminated as a center work program. (Four references, 30 tables, and 4 appendices are included. Appendix A includes a postcard survey, Appendix B includes a cover letter and questionnaire, Appendix C lists the institutions from which respondents graduated from and/or participated in courses designed to meet the certifications, and Appendix D includes written comments taken from the surveys completed by the respondents.) (NLA)

ED 329 708 CE 057 157

Technology Education in New York State. A New Basic for the 21st Century.
New York State Education Dept., Albany. Div. of Occupational Education Programs.
PUB DATE - 89
NOTE - 17p.; For related documents, see CE 057 158-161. Photographs will not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Curriculum Development; *Industrial Arts; Intermediate Grades; Learning Activities; Program Development; Relevance (Education); Required Courses; Science and Society; Secondary Education; *State Programs; Statewide Planning; *Technological Literacy; *Technology
IDENTIFIERS - *New York; *Technology Education

The decision by New York State educators to create a new area of study and to require it of all students grew out of the realization that technology pervades almost every aspect of life. Technology education prepares students to use technology and offers the means to assess and influence the impact of technology on society and the environment. It is a hands-on instructional program that inculcates higher-level thinking processes. One unique aspect is the laboratory-based Technology Learning Activity, in which tasks and learning are matched to specific

Teen Living 7, 8207. Home Economics Education.
Loudoun County Public Schools, Leesburg, VA.
SPONS. AGENCY - Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE - Jan 89
NOTE - 140p.; For related documents, see CE 057 204 and CE 057 226. Original document printed on pastel colored stock which may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Basic Skills; *Career Education; Clothing; Competency Based Education; Consumer Education; *Daily Living Skills; *Decision Making Skills; Family Relationship; Food; Grade 7; *Home Economics; Individual Development; Junior High Schools; Nutrition; *Self Concept; Textiles Instruction
IDENTIFIERS - Loudon County School District VA

The Loudoun County, Virginia, middle school home economics curriculum has been designed to meet the unique needs of the early adolescent. It is based on three major concepts: (1) basic skills; (2) self-knowledge/understanding/decision making; and (3) independence/interdependence. This guide on teen living for seventh graders includes a curriculum outline for the following seven instructional units: (1) introduction; (2) personal development/family relations; (3) consumer education; (4) management; (5) foods/nutrition; (6) clothing/textiles; and (7) home laundry. Each area includes performance objectives, criterion-referenced measures, and performance guides. A checklist for measuring student performance of competencies follows the outline. A correlation with a West Virginia curriculum guide lists how each unit's learning activities relate to the three major concepts. A section on career infusion information follows, listing eight career education objectives, the relevant subject and middle school grade, and which curriculum guide and unit contains the objectives. Eleven resources are listed in this guide. (NLA)

ED 329 728 CE 057 206

Holliday, Sharon; And Others
Home Economics and Social Studies Teachers' Use of the Reading Process.

PUB DATE - Dec 90
NOTE - 17p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; *Content Area Reading; *Directed Reading Activity; Educational Research; Home Economics; *Home Economics Teachers; Reading Assignments; Reading Processes; Reading Skills; Secondary Education; Self Evaluation (Individuals); *Social Studies; *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS - Nebraska

Home economics and social studies teachers' perceptions of their ability and use of the reading process were compared. Data were gathered through a reading survey instrument given to 82 home economics teachers who later participated in workshops on integrating the reading process into the curriculum. The same

(1) adult literacy and basic skills information; (2) adult high school completion; (3) structured classes; (4) limited English proficiency training; (5) basic computer literacy and computer programming; (6) problem solving skills training through the PALS (Principal of the Alphabet Literacy Systems) program; (7) educational and career counseling; and (8) an interpreter for hearing impaired employees. This project met the needs of special populations: people with hearing impairments, those for whom English is a second language, and individuals from diverse backgrounds. An ongoing evaluation was performed for different aspects of the program. At the culmination of each module, the Learning Lab was modified. In addition, each participant was given an exit survey, including program dropouts. (Four appendices are included in this evaluation report: partnership agreement; training needs assessment; dropout questionnaire; and quarterly reports.) (NLA)

ED 329 747 CE 057 285

Drier, Harry N.; And Others
Employee Upgrading for a Quality Workforce.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - 31 Dec 88
NOTE - 395p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Adult Education; Career Change; Career Counseling; *Career Development; *Career Guidance; Career Planning; Corporate Education; *Counseling Services; *Counselor Training; *Employees; Employment Potential; *Guidance Programs; Instructional Materials; Job Skills; Labor Force Development; Midlife Transitions; Vocational Evaluation

This training program is a model for recruiting and training counselors to address the career development and educational planning needs of current employees. Section A is directed to the instructor who will train counselors to provide career development assistance to employees of an organization. It describes the program concept and discusses marketing certified counselors; workshop process; and use of the training materials. Section B is directed to the counselor trainees. Seven modules are grouped into three categories: program initiation and goal setting (program intake, employee assessment, employee career planning); program and service referral (employee referral and follow-up, employability skill development options); and program operation and evaluation (client and counselor program evaluation, program operation strategies). Each module leads to the acquisition of three or four competencies. The standard format for each module is as follows: an information sheet that presents the goal and an outline of the competencies thought critical to achieving this goal; overview that describes the purpose and content of the competency to be addressed; learning experiences with objective, review to demonstrate understanding of the competency, activity, and checklist; evaluation; and references. All necessary exhibits and worksheets are provided. (YLB)

ED 329 748 CE 057 287

Garrity, Robert P.
A Comparative Analysis of Academic, General, and Vocational

providers; (3) instructor development; (4) industry-based training; and (5) evaluation and follow-up activities. Recommendations were made to improve processes in these five areas because of their impact upon vocational education in the future. (KC)

ED 329 765 CE 057 344

First Business Guide.
Ohio State Univ., Columbus. Center on Education and Training for Employment.; Small Business Administration, Washington, DC. Office of Business Development.
PUB DATE - 91
NOTE - 116p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Accounting; Bookkeeping; Budgeting; *Business Administration; *Entrepreneurship; Marketing; Measures (Individuals); Merchandising; Public Agencies; Scheduling; *Self Employment; *Small Businesses; Taxes

This guide offers first-time business persons information as well as administrative and operational techniques for one-person business enterprises that have low initial start-up costs and low operational and overhead costs. These one-person businesses can be home based or have site locations outside the home. Included in this guide is a list of potential types of small businesses and estimated cost for starting up the business. The list groups the business types into the general areas of Trades and Construction, Service, Retail, Food Service, and Manufacturing. The five main sections in the guide can be used together or independently: (1) business administration; (2) cash/budget management and accounting/bookkeeping; (3) marketing and sales; (4) estimation, project management, and sales; and (5) merchandising and inventory. Each section may contain an introduction and a summary with questions. The business administration section contains information on customers, associates, vendors/suppliers, the various government agencies that affect businesses, and 53 references. The guide contains examples of a cash budget, competitors information sheet, weekly sales calls and report, labor cost sheet, job estimate work sheet, customer estimate, job cost summary sheet, and purchase journal. The First Business Guide Planning Calendar is also included. (NLA)

ED 329 766 CE 057 345

Adult Literacy & Basic Skills Unit Newsletter. Nos. 28-31.
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE - 88
NOTE - 62p.; Photographs will not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Adult Basic Education; *Adult Literacy; Basic Skills; Bilingual Education; *Classroom Techniques; Developed Nations; Disadvantaged; Foreign Countries; *Literacy Education; Mathematics Instruction; Reading Instruction; Student Evaluation; *Teaching Methods; Youth Programs

This packet contains the four quarterly newsletters published by the Adult Literacy and Basic Skills Unit in England in 1988. The

13 papers written by individuals working in the field of evaluation who present the concepts and practices of evaluation at their own particular distance education institutions. The introduction (Schuemer) gives a short outline of the evaluation nomenclature and an overview of the contributors to the report. The papers are: "Orientation and Conceputalization of the Academic Quality Control Centre" (Alavarado et al.); "Evaluation at the FernUniversitat" (Bartels); "System Evaluation: Some Reflections on Current Tertiary Practices in Australia and Hong Kong" (Castro); "Evaluation at a Distance" (Ganor); "Evaluation at Indira Gandhi National Open University, New Delhi, India" (Koul); "Assessment at Empire State College--Strategies and Methods Used in Evaluating Distance Education" (Lehmann, Granger); "Evaluation of Danish Distance Education at University Level" (Lorentsen); "Institutional Evaluation of the National Open University of Venezuela (U.N.A.)--A Proposal" (De Machado, Machado); "Evaluation in University Distance Education" (Moehle, Gerhardt); "Evaluation Concepts and Methods in Distance Education at Humboldt University (HUB)" (Nerlich); "Evaluation Concepts and Practices at NKI, Norway" (Rekkedal); "Evaluation in the Distance Courses Established by the Department of Education of 'La Sapienza' University (Rome)" (Vertecchi); and "Evaluation at the British Open University" (Woodley). (YLB)

ED 329 785 CE 057 385

Brennan, Barrie, Ed.
Continuing Professional Education. Promise and Performance. Australian Education Review, No. 30.
Australian Council for Educational Research, Hawthorn.
PUB DATE - 90
NOTE - 154p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Reports - Research/Technical (143)
DESCRIPTORS - *Accountants; Allied Health Occupations Education; Business Education; Certification; Delivery Systems; Developed Nations; Engineering Education; *Engineers; Financial Support; Foreign Countries; Higher Education; *Lawyers; Legal Education (Professions); Management Systems; *Occupational Therapists; Policy; *Professional Continuing Education; Program Content; Program Evaluation; Required Courses; Teacher Education; *Teachers
IDENTIFIERS - *Australia

This book is a critical appraisal of continuing education for Australian professionals. Part 1 sets the scene, with an introduction in Chapter 1. Chapter 2 examines the key terms from a number of perspectives to provide an overview of the context in which all professionals practice in Australia. Chapter 3 provides a broad framework for the discussion of continuing professional education (CPE) within any profession. Discussion in this chapter and in the ones that follow is based on six sets of considerations related to CPE: contextual factors, policy and objectives, management, program content and delivery, evaluation, and finance. Part 2 contains five professional profiles (chapters 4-8), written by persons involved in their own professions and its CPE. Written during 1988, the profiles follow the framework outlined in chapter 3, thus allowing for comparisons among the five professions. The professions chosen are law, accounting, engineering, occupational therapy, and school teaching. Part 3 (chapter 9) is the conclusion. It draws a cross-professional picture of the stages of development that CPE has undergone in Australia. It raises important issues that are emerging in the field as a whole and suggests future directions for CPE in Australia. (YLB) and assessment, organizer of consortia of employers, assessment center, and trainer of trainers. Industry supplied training unique to the company and identified skill shortages. (YLB)

ED 329 803 CE 057 448

The Florida Council on Vocational Education Biennial Report for the Biennium Ending June 30, 1990.
Florida State Council on Vocational Education, Tallahassee.
PUB DATE - 30 Jun 90
NOTE - 124p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Access to Education; *Compliance (Legal); Educational Attitudes; Educational Finance; Education Work Relationship; Federal Legislation; Federal Programs; High Schools; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Improvement; School Business Relationship; *State Programs; *Statewide Planning; Unions; *Vocational Education
IDENTIFIERS - Carl D Perkins Vocational Education Act 1984; *Florida; Job Training Partnership Act 1982

This evaluation addresses Florida concerns that relate to the mandates of the Carl D. Perkins Vocational Education Act for the 2 years ending June 30, 1990. It is based on year-round evaluation activities conducted by the Florida Council on Vocational Education through projects, committee meetings, public hearings, surveys, interviews, and analyses of various data pertaining to vocational education. The report is organized in nine parts that cover the following: (1) introduction, recommendations, commendations, and special recognitions; (2) strengthening vocational education; (3) the private sector and the modernization of vocational education programs; (4) the evaluation of vocational education; (5) business concerns and labor organizations--changing occupations; (6) equal access to vocational education programs; (7) vocational education and the Job Training Partnership Act; (8) Florida state plan for vocational education training; and (9) analysis of the distribution of spending and availability of vocational-technical education activities. Appendixes, which compose half of the document, include synopses of six public meetings and forums and responses to parts 2, 3, 5, and 7 of the report by various constituencies. Sixty-two references are provided. (KC)

ED 329 804 CE 057 450

de Assis, Marisa
Brazil: Implications of Technological Change for Skills Training in Sao Paulo Industries. Training Discussion Paper No. 47.
International Labour Office, Geneva (Switzerland).
PUB DATE - 90
NOTE - 47p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Education; Elementary Secondary Education; Foreign Countries; Industry; Job Skills; Labor Market; *Labor Needs; Nonformal Education; Postsecondary Education; *Role of Education; *Technological Advancement; Technological Literacy; *Technology Transfer; *Vocational Education
IDENTIFIERS - *Brazil

The Brazilian economy is led by the industrial sector, which relationship that also contains elements of obligation, their relationships with their children. For this study, data were analyzed from 658 adults, all of whom had at least one child and at least one surviving parent. These adults reported that their relationships with parents were significantly less enjoyable and satisfying than relationships with their children, even though they felt that their children demanded or required significantly more from them than did their parents. Women reported significantly less positive relationships and also felt more was demanded from them. In another study 117 adults were asked to describe their interactions with their parents and their feelings about what they would do for them. Over 40% stated they would do anything their parents needed, some from choice and others from duty. Given the duration and complexity of relationships between adults and their parents, developing research and psychoeducational programs directed toward improving them should be a high priority. (ABL)

ED 329 823 CG 023 192

Stickel, Sue A.
A Study of Burnout and Job Satisfaction among Rural School Counselors.

PUB DATE - Feb 91
NOTE - 12p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Boston, MA, February 13-16, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Burnout; Elementary Secondary Education; *Job Satisfaction; Rural Population; *Rural Schools; *School Counseling; *School Counselors; *Stress Variables

Numerous studies have reported that school counselors often experience high levels of stress as part of their jobs. Much of this stress has been characterized as related to attempting to meet the many demands of the position as well as to performing many non-professional duties. This study examined burnout and job satisfaction among rural school counselors. The Maslach Burnout Inventory for Educators and the Minnesota Satisfaction Questionnaire, Short Form, were mailed to 214 western rural schools each having a single counselor. Materials were returned by 147 counselors representing a 68.6% rate of return. Scores for emotional exhaustion, depersonalization, personal accomplishment, general satisfaction, intrinsic satisfaction, and extrinsic satisfaction were computed from the two instruments. Appropriate descriptive statistics were computed and regression analysis performed. Counselors were found to exhibit moderate levels of emotional exhaustion and depersonalization. Personal accomplishment scores were high, indicative of low burnout in this area. Job satisfaction scores compared to appropriate norm groups indicated a lower level of job satisfaction. Moderate negative correlations resulted between the emotional exhaustion and depersonalization subscales of the burnout measure and the measures of job satisfaction. Moderate positive correlations were noted between personal accomplishment and the measures of job satisfaction. (ABL)

ED 329 824 CG 023 193

Kirby, Douglas; And Others
Six School-Based Clinics: Their Reproductive Health Services and

EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Elementary School Curriculum; *Elementary School Students; Health Education; *Health Promotion; Intermediate Grades; Junior High Schools; Junior High School Students; Nutrition; Physical Fitness; Risk; Stress Management; *Well Being

This module on wellness includes eight lessons, and is oriented toward middle school students in grades 5-8. Students choose partners to support them in achieving their goals for improving health in several areas. In lesson 1, health and wellness are defined. Students are introduced to a wellness continuum and the physical, mental/emotional, and social aspects of health. Lesson 2 emphasizes the importance of lifestyles and personal health behaviors to achieve wellness. Lesson 3 encourages students to practice daily positive personal health habits, and lesson 4 describes and demonstrates components of fitness through exercise. Lesson 5 provides a brief overview of nutrition. Students create healthy breakfast menus and choose a personal nutrition goal. Lesson 6 examines a variety of factors that contribute to stress, and introduces techniques for stress management. In lesson 7, students examine the concept of risk. They research common dangerous behaviors, and consider behaviors that reduce the risk potential. Lesson 8 offers students an opportunity to assess their wellness with a health styles survey. Throughout the module, wellness action plans are introduced, which encourage students to take actions that can improve their health and wellness. Student information sheets and worksheets are included. (LLL)

ED 329 844 CG 023 214

Santomango, Gloria Jean
Bulimia: A Medical Portrait.

PUB DATE - 90
NOTE - 14p.; Paper presented at the Annual Meeting of the International Association of Eating Disorders Professionals (4th, Hilton Head Island, SC, August 19-21, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Anorexia Nervosa; *Bulimia; Eating Habits; Emotional Disturbances; Nutrition; *Physical Health

There are three known diseases of eating disorders: compulsive overeating, anorexia nervosa, and bulimia. All three affect various body systems, are pathological in nature, and are addictive behaviors that mainly affect females. All can be fatal if not treated or under-treated. Compulsive overeating is the most known of the three disorders. The overeater may eat three meals per day along with frequent snacks, may eat continuously throughout the day, and usually becomes obese. Anorexia nervosa literally means loss of appetite. This is misleading, however, because anorexics are often hungry and deny themselves due to an irrational fear of fat. Bulimia literally means "animal hunger," and refers to the manner in which an individual takes in food. The eating binge can be between 2,000 and 55,000 calories, and can last as long as 2 to 8 hours. Other names for this disease are bulimarexia, and bulimia nervosa. These refer to the disease where one binges food and then purges through vomiting, abusing laxatives or diuretics, or abusive exercising. Professionals can watch for isolative tendencies, social changes, depression, weight fluctuations, and apathy. Family members can watch for frequent dieting, weight fluctuations, missing food, or evidence of food institutions with a healthy sense of self, their abilities, and the world around them. (Author/TE)

ED 329 864 CG 023 234

Children of Alcoholics: 2. Kit for Parents.
National Clearinghouse for Alcohol and Drug Information (DHHS), Rockville, MD.
PUB DATE - Feb 88
NOTE - 24p.; For other kits in this series, see CG 023 235-236.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - *Alcohol Abuse; *Alcoholism; Bibliographies; Children; *Family Characteristics; *Family Environment; Parent Child Relationship; Parent Influence
IDENTIFIERS - *Children of Alcoholics

This document is intended to educate parents and children on alcoholism. It suggests that although it is desirable for alcoholic parents to stop drinking, it is not necessary for them to do so before beginning to support the emotional growth of their children. Section 1 provides parents with guidelines to use when helping their children overcome some of the problems caused by alcoholism. Section 2 contains an open letter to children that stresses the importance of communication, defines alcoholism as a disease that is not caused, and cannot be controlled, by the child, and suggests positive actions a child of an alcoholic may take. Included are questions and answers on alcohol-related issues. Section 3 lists professionals and organizations that may be able to offer or to determine the most appropriate and convenient services for each individual client (outpatient clinics, hospital services, halfway houses, or special counseling groups). Section 4, the "National Clearinghouse for Alcohol and Drug Information Resource Update," is an annotated resource guide for persons interested in obtaining current information on the impact of parental alcoholism on children. Entries are organized into three sections: (1) publications (including books, conference papers, journal articles, and pamphlets and periodicals); (2) audiovisuals (including films, videotapes, filmstrips, and audiotapes); and (3) organizations. Availability and price information are included where relevant. (BHK)

ED 329 865 CG 023 235

Children of Alcoholics: 3. Kit for Therapists.
National Clearinghouse for Alcohol and Drug Information (DHHS), Rockville, MD.
PUB DATE - Feb 88
NOTE - 27p.; For other kits in this series, see CG 023 234-236.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050), Reference Materials - Bibliographies (131)
DESCRIPTORS - *Alcohol Abuse; *Alcoholism; *Children; *Counselor Role; Counselors; *Family Characteristics; *Family Environment; Parent Influence
IDENTIFIERS - *Children of Alcoholics

This document is intended to be used by therapists who are working with children of alcoholics and are concerned with issues of self-worth and trust. Section 1 asserts that in order to help clients who have an alcoholic parent overcome personal inadequacies, three critical areas may need to be considered: conditions for effecting positive relationships with others; ways up. Children themselves can band together to support each other's decision to say "no" to alcohol and other drugs. Materials for elementary school children include publications, posters and audiovisual materials. Parent and teacher materials include publications, audiovisual materials, and programs and kits. A list of organizations and programs related to substance abuse is provided. Following the lists is a brief summary of factual information on youth and substance abuse. (LLL)

ED 329 885 CG 023 257

Feld, Scott L.
Violence as a Strategy of the Weak against the Strong: The Case of Siblings.
New Hampshire Univ., Durham. Family Research Lab.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE - 88
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Family Relationship; Power Structure; *Predictor Variables; *Sibling Relationship; Siblings; *Violence

This paper considers the case of violence between siblings in the family, and describes findings based on a U.S. national sample that show the relatively frequent use of violence by weaker siblings against more powerful siblings. Analysis and theoretical discussion shows that even though strong actors have greater means for using violence, and weak actors are more likely to suffer from the use of violence than strong actors, the motive and opportunity structure of relatively powerless social actors may encourage their use of violence toward the strong. Weak actors are especially likely to use violence when they have reason to expect that observers will interpret a conflict in their favor. The use of violence by terrorists, social movements, corporations, governments and particular disempowered categories of individuals may be partially understood by the application of these theoretical principles. The empirical evidence presented in this study demonstrates the relative frequency of violence by the weak, but it is insufficient to demonstrate the theoretical principles presented. Further research must measure characteristics of the specific contexts (including attitudes and behaviors of observers) and expectations of the actors to determine the importance of these particular mechanisms. (LLL)

ED 329 886 CG 023 258

Cervi, Daniel David
Violence Inside and Outside of the Home: New Evidence for the Person-Situation Debate.
New Hampshire Univ., Durham. Family Research Lab.
PUB DATE - Apr 91
NOTE - 19p.; Paper presented at the Annual Meeting of the Eastern Sociological Society (61st, Providence, RI, April 12-14, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Battered Women; Child Abuse; Family Relationship; *Personality Traits; Spouses; *Violence

This paper examines the issue of violence in three settings: (1) outside the home; (2) toward a spouse; and (3) parent-to-child. The social environment dictates greater sanctions against hitting questions asked during the initial interviews are attached.) (RS)

ED 329 904 CS 010 454

Maher, Edward B.
The Effect of Reading Aloud to Fifth-Grade Students on the Acquisition of Vocabulary.

PUB DATE - 91
NOTE - 25p.; Exit Project, Florida International University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Basal Reading; Comparative Analysis; Grade 5; Instructional Effectiveness; Intermediate Grades; *Reading Aloud to Others; Reading Research; Teaching Methods; *Vocabulary Development
IDENTIFIERS - Florida

A study compared the number of word definitions retained by students who looked up words and wrote down definitions to the number of words retained by students who had the stories and definitions read aloud to them. Subjects, 20 boys and 20 girls in a Florida school, reading on the fifth grade level, were randomly divided into control and experimental groups. The control group looked at vocabulary words from a basal reading selection in the dictionary and wrote out the definitions on paper. The experimental group had the selection read to them by the teacher who then asked for a definition of the same words as they were encountered in the selection. A correct definition was either solicited from the students or provided by the teacher. At the conclusion of an 8-week treatment period, scores from weekly vocabulary tests for each student in the two groups were compared. Results indicated that members of the control group retained less than half of the vocabulary words while the members of the experimental group retained more than 90% of the words. Findings suggest that school systems should foster reading programs that incorporate time for reading aloud to students. (A figure presenting the experimental design and a table of data are included; 14 references, an appendix of data, and a proposal for a magazine article based on the study are attached.) (RS)

ED 329 905 CS 010 455

White, Nancy
Developmental Relationships between Students' Attitudes toward Reading and Reading Achievement in Grades 1 through 8.

PUB DATE - Aug 89
NOTE - 95p.; Education Specialist Thesis, University of Northern Iowa.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Dissertations/Theses - Undetermined (040), Reports - Research/Technical (143)
DESCRIPTORS - Correlation; Elementary Education; Middle Schools; *Reading Achievement; *Reading Attitudes; Reading Research; Rural Schools; *Sex Differences
IDENTIFIERS - Estes Attitude Scale; Iowa; Iowa Tests of Basic Skills; Student Surveys

A study investigated various developmental relationships between the attitudes of students toward reading and their reading achievement, with the intention of providing additional information concerning attitudes and attitude testing within school programs. Subjects, 876 students in grades 1 through 8 from

NOTE - 49p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Elementary Education; Grade 5; Grade 7; Grade 8; Inferences; *Learning Disabilities; Middle Schools; *Prior Learning; *Reading Ability; Reading Achievement; *Reading Comprehension; *Reading Difficulties; Reading Research; Schemata (Cognition)
IDENTIFIERS - Louisiana

This study compared the reading comprehension abilities of learning disabled (LD) students with the performance of both their age-peers and their reading-level peers. Subjects were 16 seventh- and eighth-grade LD students, 16 normal achieving eighth graders, and 16 normal achieving fifth graders. To assess the use of prior knowledge under varying conditions, reading passages included both familiar and unfamiliar topics. All passages tested inferential reading ability, since the answers to test questions could be inferred from content, but were not explicitly stated. Inferential tasks are most appropriate for use in reading research, since all reading tasks ultimately involve a search for meaning, and meaning is often implicit. Subject-activation and experimenter-activation of prior knowledge were also compared. Results indicated that all groups benefited from experimenter-activation of prior knowledge, but benefits were most noteworthy for LD subjects and when passage topics were unfamiliar. The LD subjects were strikingly similar in performance to their reading-level peers, as against their age-peers. (Six tables of data are included and 27 references are attached. Appendixes include 12 additional tables of results.) (Author/MG)

ED 329 925 CS 010 476

Elster, Charles A.; Simons, Herbert D.
First Graders' Comprehension of Cohesive Ties in Reading.

PUB DATE - Nov 90
NOTE - 10p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cohesion (Written Composition); *Connected Discourse; Grade 1; Primary Education; *Reading Ability; *Reading Achievement; *Reading Comprehension; Reading Research; Reading Skills; *Reading Strategies
IDENTIFIERS - California; Comprehensive Tests of Basic Skills

This study addressed four research questions: (1) Can first graders comprehend and explain cohesive ties in reading?; (2) Can first graders comprehend and explain ungrammatical or ambiguous cohesive items in reading?; (3) Is the control of cohesive elements in reading related to measures of reading achievement in first grade?; and (4) What strategies do beginning readers use to comprehend cohesive ties in connected discourse? Subjects, 28 first grade students in California, were tested individually using 14 short items presented on index cards during 2 sessions. Each session included grammatical and ambiguous items. Subjects read each item aloud, then answered questions about it. Scores on the standardized Comprehensive Test of Basic Skills were collected for all subjects and the teacher ranked students on reading critical thinking skills. The target group was a sixth-grade language arts class of 23 students with mixed socio-economic backgrounds. During the 12-week period, the newspaper was used as a tool to promote relevancy in reading and to motivate students to greater proficiency in reading and writing. Students chose newspaper articles centered on a variety of assigned themes, summarized the articles, and supplied written answers to critical thinking questions relating to core issues. Sixth-grade instructors in the disciplines of social studies, mathematics, and science also implemented newspaper-related projects in their classrooms one day each week. Evaluation was done with a survey of student attitudes, the Botel Reading Inventory, and essay writing evaluated by holistic criteria. Results indicated improvements in all objective areas. (Thirty-seven references are attached. Appendixes include a survey of student attitudes and a listing of themes and critical thinking questions.) (Author/MG)

ED 329 944 CS 010 497

Anen, Judith
Enhancing the Curriculum through the Addition of Rich and Diverse Language Development Activities.

PUB DATE - 91
NOTE - 72p.; Ed.D. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Beginning Reading; Childrens Literature; *Curriculum Development; Kindergarten; *Language Acquisition; *Language Attitudes; *Language Enrichment; *Learning Activities; Primary Education; Professional Development; Reading Aloud to Others; Reading Instruction; Reading Materials; *Reading Writing Relationship; Teacher Improvement
IDENTIFIERS - *Emergent Literacy

The primary goal of this practicum was to provide opportunities for rich and diverse language activities designed to enhance the kindergarten curriculum. New instructional guidelines were designed that encouraged daily classroom time devoted to language development activities. These activities replaced all formal isolated skill instruction. Alternative forms of assessment were developed that were direct, classroom-oriented, and process-focused. Monthly book swaps were scheduled to increase the amount and encourage the recycling of the available printed material in each classroom. The circulation of current educational research regarding emergent literacy and techniques to encourage and support its growth was arranged to increase teacher awareness and encourage the development of positive attitudes. An analysis of the practicum revealed that all but one of the objectives were achieved. The monthly book swaps did encourage the recycling of printed material but failed to significantly increase the amount. All other objectives were successful and some even surpassed expectations. The kindergarten curriculum was enhanced with rich and diverse language development activities, and both teachers and students demonstrated positive attitudes regarding this enrichment. (Five tables of data are included and 34 references are attached. Appendixes include instructional guidelines, reading checklist, revised checklist, teacher survey, and teacher suggestions for kindergarten programs.) (Author/MG)

ED 329 945 CS 010 498

Spaulding, Cheryl L.; Lake, Daniel
Interactive Effects of Computer Network and Student Characteristics on Students' Writing and Collaborating.

PUB DATE - Apr 91
NOTE - 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Classroom Environment; *Computer Networks; Cooperative Learning; *Educational Technology; High Schools; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS - AT and T Learning Network; Collaborative Writing

This study investigated the effects of having student writers use a set of networked computers to assist them in their writing lessons. Subjects were 15 students who were designated by their school district as remedial writers because they did not pass a writing competency test in their freshman year. For 10 weeks students participated in the AT&T Learning Network and collaborated on a project with students in six other locations around the country and overseas connected by means of an electronic network. The project involved the writing and publication of a booklet about life in the various locations. Each student wrote an essay in September before work with the computer network system was begun and again in January after work with the computer network system was completed. Results were consistent with the findings of much larger studies. Findings indicated that the benefits of introducing network technologies in composition classrooms may be greatest for those students who have traditionally fared poorly in those classrooms. This new technology may be especially well suited to the elusive task of creating a more equitable educational system, one in which all students interact freely and comfortably with their teachers and peers, thereby increasing their opportunities to learn and grow. (Two figures and two tables of data are included and 15 references are attached.) (MG)

ED 329 967 CS 212 716

Berkovitz, Max
The Byte and Bits of Language: A Survey of Language Structure.

PUB DATE - 86
NOTE - 88p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Critical Reading; *Grammar; Language Processing; *Reading Skills; *Sentence Diagraming; Sentence Structure; Text Structure; Writing Skills
IDENTIFIERS - Expository Text; Reading Uses

Drawing from various current grammar systems, this text provides a practical and easy-to-understand handbook of grammar for readers of expository prose (language written for explanation and read for understanding). The analysis in the book is designed to perform two functions: (1) help readers receive with clarity, if at all guide is organized under the following topics: (1) general reference works; (2) books on John Milton and his work; (3) bibliographies; (4) poetry--sources for criticism; (5) periodical indexes; and (6) PASL (Periodicals and Serials List). (SR)

ED 329 989 CS 212 739

Van Noate, Judith, Comp.
William Faulkner: A Guide to Research.
North Carolina Univ., Charlotte. J. Murrey Atkins Library.
PUB DATE - 91
NOTE - 23p.; For other guides in this series, see CS 212 732-738. Small print on some pages may affect legibility.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Higher Education; Library Guides; *Library Materials; Library Skills; *Literary Criticism; *Reference Materials; *Twentieth Century Literature; *United States Literature
IDENTIFIERS - *Faulkner (William); University of North Carolina Charlotte

This handout is a guide to library resources in the J. Murrey Atkins Library at the University of North Carolina-Charlotte, for the study of 20th-century American author William Faulkner. The guide is intended to help readers find critical and biographical information on Faulkner. It explains important reference sources in the Atkins library reference collection and how to find additional information in books and periodicals. The guide is in four sections: (1) Books; (2) Reference Works (on biographical information, criticism in collections, bibliographies, and checklists); (3) Indexes; and (4) PASL (Periodicals and Serials List). (SR)

ED 329 990 CS 212 741

Singer, Armand E., Ed.
Philological Papers: Special Issue Devoted to the Teacher in Nineteenth- and Twentieth-Century Literature and Film. Volume 36. Papers Presented at the West Virginia University's Annual Colloquium (13th, Morgantown, West Virginia, September 29-October 1, 1988).
West Virginia Univ., Morgantown. Coll. of Arts and Sciences.
PUB DATE - 90
NOTE - 96p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Elementary Secondary Education; Films; *Film Study; German Literature; Higher Education; Literary Criticism; Literature Appreciation; *Nineteenth Century Literature; *Teachers; *Twentieth Century Literature
IDENTIFIERS - *Film History

This volume contains papers read at West Virginia University's Colloquium on "The Teacher in Nineteenth- and Twentieth-Century Literature and Film" including the following 12 articles listed with their authors: "A Second Pair of Eyes: The Editor as Teacher" (Hart L. Wegner); "Don Juan Goes to the Movies" (Armand E. Singer); "The Teacher in Jean Paul's 'Schulmeisterlein Wutz' and J. M. R. Lenz's 'Der Hofmeister'" (Beth Fiori); "The Teacher(')s persuasion includes argumentation within an ethical construct. Because of the shift away from the publicity model, public relations has been growing as a discipline in communication departments rather than in journalism departments. With the recent explosion of public relations curricula, communication departments have moved to the participatory model where intra/interpersonal and public communication (persuasion-argumentation) serve as the training for future public relations professionals. The newer participatory model must reflect international and multicultural changes in the world. An international perspective modifies the key concept in public relations teaching such as "ethics" and the use of "communication approaches." Likewise, accreditation bodies need to incorporate recent data on public relations training and development and change program and individual accreditation standards to meet present needs. Research, awards, professional and academic associations, and public relations codes of ethics should reflect multicultural dimensions. (One diagram is included; 13 references are attached.) (SG)

ED 330 011 CS 507 413

Neff, Bonita Dostal, Ed.
Public Relations Accreditation. Proceedings of the Forum of the Commission on Public Relations-Speech Communication Association (2nd, San Francisco, November 18-21, 1989).
Speech Communication Association, Annandale, Va.
PUB DATE - Nov 89
NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Accreditation (Institutions); Accrediting Agencies; Higher Education; Professional Education; *Public Relations
IDENTIFIERS - Commission on Public Relations Education; Florida; Speech Communication Association

The first of five articles contained in these public relations accreditation proceedings is a guide for institutions entitled "Accreditation May or May Not Be For You: A Review of Accreditation in Public Relations" (Bonita Dostal Neff). Appended to this article are: International Communication Association's (ICA's) Public Relations Interest Group (PRIG) internal survey on accreditation; a PRIG-ICA Petition to the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC); a schedule of Speech Communication Association forums; and a list of organizations involved in public relations accreditation. The remaining four articles in this document are: (1) "Accreditation and Certification" (William Brody); (2) "Accreditation Program of the Florida Public Relations Association" (Gregg Phifer); (3) "It's as Easy as ABC" (Beth West); and (4) "PRSA and APR: The Professional Connection" (Carol Ann Hall), an article concerning the Public Relations Society of America's procedures for accrediting public relations professionals. (SR)

ED 330 012 CS 507 414

Walker, Albert, Comp.
Public Relations Bibliography, 1988-89.

SPONS. AGENCY - Institute for Public Relations Research & Education, New York, NY.
PUB DATE - 89
NOTE - 94p.; For 1986-1987 edition, see ED 320 180.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.

maximum participation from presenters and invited guests. Presenters provided participants with background information; eight working groups provided a setting for small group interaction; and a panel of experts reacted to the ideas developed at the working roundtables. The first speaker defined the problem in financing Illinois education as a question of equity. The next speaker made a comparison of position papers from key organizations concerning school funding. The state's grant-in-aid system of funding in theory and in practice was discussed by the third speaker. The fourth discussed how to fund school reform. A fifth speaker explored legal and political realities of reforming the state's finance system. A summary of the eight small group findings, their discussion with a reaction panel, and moderator's comments are included. A conference agenda, copies of position papers, several background readings and a list of suggested readings, and a full state funding proposal for elementary education are contained in the appendixes. (35 references) (EJS)

ED 330 032 EA 022 706

Levine, Daniel U.; Lezotte, Lawrence W.
Unusually Effective Schools: A Review and Analysis of Research and Practice.
National Center for Effective Schools Research and Development, Madison, WI.
PUB DATE - Mar 90
NOTE - 91p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Academic Achievement; *Effective Schools Research; Elementary Secondary Education; Evaluation Criteria; *Excellence in Education; Institutional Characteristics; Outcomes of Education; School Based Management; *School Effectiveness

A synthesis of research on unusually effective schools is presented in this monograph, with a focus on research conducted since 1985. Three major issues are addressed: (1) the viability of the effective school concept in contemporary school reform; (2) the correlation between recent research and basic findings; (3) and the congruency of school level practices with research on classroom and district practices and policies. The first part discusses issues involving the identification of unusually effective schools based on academic achievement criteria, such as effective schools correlates and achievement criteria of effectiveness. The two following major sections address school practices within different contexts--such as grade level, socioeconomic status, and rural schools--and the effectiveness of such practices. Findings indicate that effectiveness correlates should be viewed as prerequisites rather than guarantees of success; that policy and practices at the school level should consider contextual variables and set priorities accordingly; that tests should encourage the development of higher order skills; and that research should focus on both effective teaching skills and school practices. Recommendations for successful change models call for a focus on the single school and a collegial effort between administration and staff. One table and a 13-page bibliography are included. (LMI)

ED 330 033 EA 022 714

Banathy, Bela H.; Jenks, C. Lynn
The Transformation of Education by Design: An Orientation Guide for Educational Decision Makers.

involved with the school. Eight components containing 10 descriptive and evaluative items comprise the inventory. The components include collaborative decision making, instructional leadership, and parental involvement. The four steps in the learning climate improvement program implementation process are: (1) identifying problems; (2) discussing inventory results; (3) forming action committees; and (4) developing action plans. (18 references) (EJS)

ED 330 052   EA 022 765

Borden, Sandi; And Others
Harnessing the power of Beliefs: Guides for Policy and Practice.
  Insights on Educational Policy and Practice Number 11.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE - Jul 89
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Educational Policy; Elementary Secondary Education;
  Institutional Mission; *Organizational Objectives; School
  Effectiveness; *School Restructuring; State Standards
IDENTIFIERS - *Texas

A set of belief statements outlined by Texas educators that express fundamental assumptions about individual responsibilities, school obligations, and educational system goals are described in this educational policy bulletin. The following five criteria are used to test each belief statement: relevance; importance; common meaning; context; and universality. Ten belief statements comprising a declaration of intent for policy review and design are outlined; they provide a framework for evaluating the educational organizational structure and a starting point for building a new one. (LMI)

ED 330 053   EA 022 766

Rood, Magdalena M.
Assessing Language Proficiency: More Than One Way To Skin a Cat.
  Insights on Educational Policy and Practice, Number 12.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE - Aug 89
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Bilingual Students; Elementary Secondary Education;
  English (Second Language); *Language Proficiency; Language Skills;
  *Language Tests; Limited English Speaking; Measurement Techniques;
  Testing Problems; Test Validity

Alternatives to standard language proficiency testing of bilingual or language minority students are discussed in this educational policy bulletin. The New Mexico strategy is described, which uses multiple assessment techniques to identify students' home language, assess oral English proficiency through standardized testing and teacher observation, and measure students' content skill areas included on state competency tests. Recommendations and implications for policy and practice at the state, local, and department of education levels are presented. (LMI)

Sex Differences; Single Sex Schools; *Student Financial Aid; Tables (Data)

This report summarizes information provided by National Association of Independent Schools (NAIS) member schools surveyed in the fall of 1989. Information, which is supplied in narrative form accompanied by 29 statistical tables, includes enrollment, staffing, people of color, and financial aid data for the 1989-90 school year and financial operations data for 1988-89. The human and fiscal characteristics of NAIS schools for the most recently available school years are described. Data are reported in an aggregate manner according to common classifications of school type, school size, and geographic region. Among the key findings are the following: (1) enrollment in active member schools increased by 1.7 percent since 1988-90 and is up 14.5 percent since 1980-81; (2) for the first time, the number of women administrators exceeds the number of men; (3) students of color represent 12.7 percent of total enrollment in member schools; (4) percentage increases in total financial aid awarded and in the size of the average grant substantially exceed the percentage increase in the number of students receiving financial aid; and (5) during the 1980s, expenses for administrator salaries and for total benefits and payroll taxes show the greatest proportional increases among all categories of expense per student. (MLF)

ED 330 076 EA 022 795

Belcher, Brooke; DeBuse, Marjorie
Education 2000: A Visionary Odyssey.
Oregon School Study Council, Eugene.
PUB DATE - 91
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Journal Articles (080)
DESCRIPTORS - *Conferences; Cooperation; *Educational Change; Elementary Secondary Education; *Futures (of Society); *Global Approach; *Institutional Cooperation; *Population Growth; Social Problems
IDENTIFIERS - *University of Oregon

In summer 1990, the conference "Education 2000: A Visionary Odyssey" was held at the University of Oregon, in Eugene. The conference aimed to provide information vital to education's future and promote collaboration among people representing all levels of education, business, the local community, and state government. This article summarizes major speakers' observations, addressing first the challenges facing us globally, on the societal level, and in education. Following a discussion of new information and possibilities for gaining insights and making necessary changes, the article suggests implications for action affecting education. Robert Ornstein, underscoring recent population growth and large-scale environmental deterioration over recent decades, faulted the human nervous system for perpetuating old-mind consciousness in a new, ever-changing world. Dee Dickinson observed that the major social, cultural, ecological, and economic problems we have helped create are difficult for old-mind beings to confront, because they are not sudden, dramatic changes. Shirley McCune envisioned the next 5 years as the most chaotic, stressful, and opportunistic ever experienced. These and other conference speakers stressed the critical need for change, the importance of vision, and the necessity of making major value shifts. Each expressed specific ideas for change and encouraged cooperation of the whole community in the educational change process. A sidebar summarizes local participants' responses.

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Academic Standards; Book Reviews; Elementary Education; Elementary School Mathematics; Mathematics Curriculum; *Mathematics Instruction; Middle Schools; *Program Descriptions

The first of two documents presented, "Better Mathematics for K-8" (Iris M. Carl), describes the underlying assumptions, purpose, origin, formation, goals, and content of the "Curriculum and Evaluation Standards for School Mathematics" produced by the National Council of Teachers of Mathematics (NCTM). Information on implementing the Standards is given and four planning assumptions are identified. The second document, "SUM: Des Moines' Total Answer" (Kathleen Bullington), describes the origin, purpose, and nature of the Success Understanding Mathematics (SUM) program that uses manipulatives and a concrete-representational-abstract instructional sequence. (CLA)

ED 330 097 EA 022 823

South Carolina Student Accountability System OSIRIS Instruction Manual.
South Carolina State Dept. of Education, Columbia.
PUB DATE - Aug 89
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Attendance Records; Computer Oriented Programs; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Management Information Systems; Record Keeping; *Records Management; Student Participation
IDENTIFIERS - OSIRIS Student Accountability System SC; *South Carolina

This manual expresses the South Carolina State Department of Education's understanding of the new, computerized school administration system called OSIRIS and the policy regarding its use with the Student Accountability System (SAS). The SAS is a method used to obtain a cumulative headcount of students served in certain programs specified in the provisions of the Education Improvement Act (EIA). The headcount in turn is used to calculate school district funding. Definitions and abbreviations for technical language used in the instructions are given. Programs that report under SAS are the Basic Skills, Gifted and Talented, Advanced Placement, and Early Childhood programs. Instructions for ensuring proper preparation of OSIRIS, assigning EIA classification codes, and working with special conditions are given. The education department's Office of Finance requires a 45-day, 135-day, and summer school cumulative report as well as submission of floppy disks. Who is counted in funding, how funding is calculated, and the district payment process are outlined. The principal's and superintendent's responsibilities, instructions for back-up and support documentation, and audit requirements are included. (EJS)

ED 330 098 EA 022 826

Augenblick, John; And Others
Education Finance in the 1990s.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.

outlined. A sample RFP outline and management letter is provided. (EJS)

ED 330 119 EA 022 880

Costa, Arthur L.
The School as a Home for the Mind.

PUB DATE - Aug 90
NOTE - 11p.; Paper presented at the Annual International Conference on Critical Thinking and Education Reform (10th, Rohnert Park, CA, August 5-8, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Educational Environment; Educational Philosophy; Elementary Secondary Education; Hidden Curriculum; Instructional Improvement; *Intellectual Development; *Student Development; Student School Relationship; Teacher Influence; *Thinking Skills

For years many educators have advocated school conditions that maximize human intellectual and creative potential, yet today's schools can be intellectually depressing. After identifying and describing factors that influence teachers' attitudes and experiences in education, this document explores three school climate conditions that facilitate the intellectual growth of both teachers and students: (1) a common vision of the school as a home for the mind; (2) a view of process as content; and (3) a view of the school as a community. The first condition is examined in light of faith in human intellectual potential; the development of philosophies, policies, and practices; saying "No" to distractions; communications; and tangible support. Aspects of the second condition examined include problem solving, decision making, open communication, expanding the knowledge base, and modeling. Elements of the third condition explored are collegiality; an environment of trust, appreciation and recognition; and sharing, caring, and celebrating. Last, the overall purpose of schools to enhance student thinking is reviewed. (29 references) (CLA)

ED 330 120 EA 022 895

McDowelle, James O.; Wilson, Harold E.
Clarifying Issues of Educational Choice for the Parent.

PUB DATE - Mar 91
NOTE - 18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1-4, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Change Strategies; Educational Improvement; Elementary Secondary Education; Parent Influence; *Parent Participation; Parent School Relationship; *School Choice; *School Restructuring

Parents observing the national debate about educational choice may believe that choice possesses characteristics that are both positive and negative at the same time. The definition of choice should stem from the amount of choice provided. Unrestricted choice allows parents to choose any school in the state. Restricted choice has limitations such as admissions requirements imposed on parental decisions. Intervention in the choice process these people; the social support networks of most consumers are extremely limited; the commitment of caregivers and services to increased personal independence is limited by their vested interests; and many consumers remain isolated and limited in their "real world" involvement. The survey is appended. (DB)

ED 330 138 EC 300 108

Independence, The Journey Continues: Executive Summary--1990 Report on Persons with Disabilities.
Virginia State Board for Rights of Virginians with Disabilities, Richmond.
PUB DATE - Jul 90
NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Advocacy; Citizen Participation; *Civil Rights; *Community Attitudes; Community Involvement; Developmental Disabilities; *Disabilities; Elementary Secondary Education; Employment; Federal Aid; *Special Education; State Action; State Aid; *State Surveys; *Statewide Planning
IDENTIFIERS - *Virginia

In the executive report to the 1990 annual report the Virginia Board for Rights of the Disabled summarizes findings from the analysis of 47 federally-assisted and state-funded programs serving individuals with developmental disabilities in Virginia as well as a consumer satisfaction survey polling 309 Virginians with developmental disabilities. Recommendations pertain to education, employment, community living, and unserved/underserved constituencies with developmental disabilities, with recommendations made in each category. Implementation and advocacy plans for the board are also described. (PB)

ED 330 139 EC 300 109

Warger, Cynthia L.
Can Social Skills for Employment be Taught? Using Cognitive-Behavioral Procedures with Adolescents with Mild Disabilities. Number 28. Research and Resources on Special Education.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE - Nov 90
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adolescents; Behavior Modification; Daily Living Skills; *Disabilities; Emotional Disturbances; *Instructional Effectiveness; *Interpersonal Competence; Intervention; Job Skills; Learning Disabilities; Mental Retardation; Mild Disabilities; Problem Solving; *Prosocial Behavior; Role Playing; Self Evaluation (Individuals); Sensitivity Training; Social Behavior; Teaching Methods; Vocational Education
IDENTIFIERS - *Self Management

This paper reviews and summarizes six research projects exploring possible methods for teaching vocation-oriented social skills to adolescent students with mild learning disabilities, behavioral disorders, or mental retardation. Projects discussed vary in terms of target social skills, intervention methods, settings, and

ED 329 653 CE 056 867

Abrahamsson, Kenneth
The International Literacy Year in Sweden. A Journey through a
Changing Landscape.

PUB DATE - 90
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Access to Education; Adult Basic Education; *Adult Literacy; Educational Planning; Elementary Secondary Education; Foreign Countries; *Illiteracy; *Literacy Education; *National Programs
IDENTIFIERS - *International Literacy Year 1990; *Sweden

Far too few people are able to achieve literacy, with greatest inequalities found between industrialized and developing nations. Gaps are found within each country, including Sweden, where all have the same formal right to knowledge, but in practice, social class distinctions differentiate individuals. Sweden has a common goal of an increased and expanded literacy rate, but people speak of literacy using different concepts and theories. The goals and boundaries of the International Literacy Year (ILY) should be broadened to include numeracy, cultural heritage and national traditions, active citizenship, and the craftsmanship and skills of the labor force. During the ILY, the National Board of Education, county boards of education, and local authorities have actively worked towards the goal of better reading and writing abilities among young people and adults and they have published reports and publications on the results. The ILY has been an occasion to develop pedagogical and didactic perspectives. The focus of the ILY is a question of: (1) the right to education; (2) avoidance of the creation of new gaps in an information society; and (3) giving of priority to women and children. (YLB)

ED 329 654 CE 056 872

Bates, A. W.
Literacy by Radio: Lessons from around the World.

PUB DATE - Jul 90
NOTE - 15p.; Paper presented at the International Symposium of Popular Literacy by Radio (Santo Domingo, Dominican Republic, July 1-3, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Adults; Age; Audiovisual Aids; Basic Skills; Broadcast Journalism; Commercial Television; *Educational Radio; Foreign Countries; Geographic Location; Long Range Planning; Popular Culture; Production Techniques; Program Effectiveness; *Programing (Broadcast); Sex Differences; Student Recruitment
IDENTIFIERS - *Europe; *Latin America

Adult illiteracy is a worldwide problem. Illiterate adults are the most difficult to teach and to reach because illiteracy is characterized by embarrassment and low self-esteem. Given that radio is heavily used by lower income and less educated people, literacy projects utilizing radio were attempted in 40 countries between 1960 and 1974. The main roles for broadcasting in these projects have been to (1) raise awareness of politicians of the need for and benefits of program provision; (2) recruit potential

outcomes/results/products, educational level, target population, planned number of trainees, and partners. The resource guide provides a number of references for practitioners, educators, industry personnel, and researchers who wish to learn more about workplace literacy. References are arranged in four sections: (1) list of the current grantees by state; (2) program fact sheet; (3) resource list of publications and organizations; and (4) descriptions of three related projects. (KC)

ED 329 672 CE 057 055

Waugh, Sue
Workplace Literacy and Basic Skills = L'alphabetisation et les competences de base en milieu de travail.
National Literacy Secretariat, Ottawa (Ontario).
PUB DATE - Dec 90
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Basic Skills; Education Work Relationship; English (Second Language); Foreign Countries; French; Functional Literacy; Global Approach; Individualized Instruction; Job Training; Labor Needs; Mathematics Skills; Problem Solving; Program Effectiveness; Reading Skills; School Business Relationship; Writing Skills
IDENTIFIERS - Canada; Partnerships in Education; *Workplace Literacy

Workplace literacy and basic skills may be defined as skills needed by employees at work: reading, writing, math, and problem solving. Workplace literacy and skill requirements are based on the needs of each workplace and its workers. These skills are important because the work force needs to be highly skilled and adaptable to compete in a global economy. Workplace literacy programs, which are the result of strong partnerships among business, labor, education, and government, are one way for skills upgrading to be addressed. There are several types of service providers available to organizations interested in implementing workplace basic skills programs. The appropriate service provided depends on organization and learner needs as well as local resources available. Several approaches are now being used to upgrade these skills: (1) using the skills of trained adult educators; (2) coworkers instructing other workers; and (3) incorporating skills into the program. The most common questions about workplace literacy and basic skills are: Why would a program be needed? Do programs need to be custom designed? Is there an alternative way of approaching basic skills at the workplace? How are people identified who need a program? What is the difference between English/French-as-a-Second-Language programs at the workplace and workplace literacy skills programs? What are the advantages of a learner centered program versus a job specific program? and How should a source for delivering these programs be chosen? When setting up a program it is important to forge partnerships with key workplace players; conduct an organizational review; ensure confidentiality at all times; and budget for all employee replacement. When setting up a program, it is important to avoid the following: (1) singling out employees in terms of their need to upgrade skills; (2) using language like "literacy" or "basic skills" in oral and written descriptions of programs; (3) promising promotions or job security on the basis of individual program results; and (4) judging success of programs on productivity gain and accident decreases. (NLA)

systems. In the third section, innovative approaches for the continuing education of health personnel are summarized, and 10 case studies of innovative approaches are reviewed. Section 4 presents a discussion of key issues in continuing education, such as the role of continuing education in primary health care, adapting to change, evaluation and a systems approach, interprofessional team building, and obstacles to change through continuing education. The final two brief sections draw conclusions from the case studies and make recommendations for providers and users of continuing education. A list of working papers and background material and list of participants are included in the report. (KC)

ED 329 690 CE 057 091

Whitesel, Russ; Anderson, Gordon A.
Educational Programs in Adult Correctional Institutions. Staff Brief 90-12.
Wisconsin State Legislative Council, Madison.
PUB DATE - 18 Sep 90
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Basic Education; *Correctional Education; Correctional Institutions; High School Equivalency Programs; Postsecondary Education; *Prisoners; Program Descriptions; *Program Implementation; *Rehabilitation Programs; *State Programs; Student Evaluation
IDENTIFIERS - Principle of the Alphabet Literacy System; *Wisconsin

This staff briefing report was prepared for the Wisconsin Legislative Council's Special Committee on Educational Programs in Adult Correctional Institutions. The two-part paper provides background information on Wisconsin's adult correctional system, its residents, and the educational and vocational programs in adult correctional institutions. Part I provides information on the organization and facilities of Wisconsin's adult correctional system and on the residents of correctional facilities and their educational and vocational needs. Part II describes the resident assessment and evaluation process, current educational and vocational programs, and funding for those programs. An appendix lists educational and vocational programs and courses at Wisconsin correctional institutions by institution, provider, and average daily population from June 30, 1989 to July 1, 1990. (KC)

ED 329 691 CE 057 092

Technical Assistance Guide for JTPA Follow-up and Validation.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY - Employment and Training Administration (DOL), Washington, D.C.
PUB DATE - Jun 90
NOTE - 200p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adults; Data Collection; Employment Potential; *Employment Programs; *Followup Studies; Incentives; Labor Turnover; Program Effectiveness; Program Evaluation; Program Guides; *Program Validation
IDENTIFIERS - *Job Training Partnership Act 1982

objectives in the course syllabus. The purpose of the technology education program is to make all New York State students technologically literate. Technology education evolved from the industrial arts curriculum, which was substantially revised to reflect the mission of the new discipline. By the end of eighth grade, all New York State students must complete Introduction to Technology. At the high school level, technology education is an elective subject. Technology education courses provide students with a broad base of skills and competencies. Examples of courses specifically designed to improve competitiveness in the global marketplace include Creativity and Innovation, Design and Drawing for Production, and Introduction to Engineering. (YLB)

ED 329 709 CE 057 158

Student Activity Ideas for the Technology Sequence Systems and Foundation Courses.
New York State Education Dept., Albany.
PUB DATE - 87
NOTE - 79p.; For related documents, see CE 057 157-161.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Communications; *Construction (Process); Drafting; *Electricity; Electronics; Energy; Graphic Arts; High Schools; Layout (Publications); *Learning Activities; Manufacturing; Printing; Science and Society; Technical Illustration; *Technology; *Transportation
IDENTIFIERS - New York; *Technology Education

This publication provides single-page outlines of brief ideas for high school student activities in each of the System and Foundation Courses of the New York State technology sequence. The idea outlines are provided as a resource to assist teachers in the development of student learning activities. The six courses for which ideas are presented are production, transportation, communication, technical drawing, electronics/electricity, and energy. Each outline contains these components: contributor and school; appropriate course; title; overview/description; problem statement; activities; sample topics; references; resource contacts; related technology applications (crossover areas); and recommended facility. Some representative titles include Analysis of a Television Commercial--Scripting and Storyboarding; Image Assembly for Graphic Arts--Paste-Up Design Exercise; Propeller Driven Land Vehicles; "Cross Country U.S.A.": A Simulation of Land Vehicle Guidance, Control, and Support Subsystems; Home-Built Surveying Instruments for Construction; Utility System Hands-On Activity (Plumbing, Electrical, Heating/Cooling, Communications); Power Supply; Voltage Regulator; Perspective Projection; Basic Cartography and Construction Layout; Passive Solar Heating Design; and Natural Energy Flow: Active/Passive Solar Energy Systems. (YLB)

ED 329 710 CE 057 159

Technology Education. Public Information Handbook.
New York State Education Dept., Albany. Div. of Occupational Education Programs.
PUB DATE - 88
NOTE - 23p.; For related documents, see CE 057 157-161.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

instrument was mailed to 100 randomly selected social studies teachers, with 81 responses. A Likert-type scale measured use of and ability to use 27 principles and practices related to the reading process. Personal information about teachers and classes was also collected. Findings indicated that social studies teachers had higher amounts of instruction in reading. Social studies teachers spent more time reading in class, and their students spent more time outside class reading. A t-test showed that social studies teachers' usage was greater in three of four areas. Significant differences existed between the teachers' mean scores relating to ability in the four areas of reading. In all cases, the social studies teachers' perceived ability was greater. Recommendations were implementation of a content area reading course requirement for preservice home economics teachers and inservice education on the reading process. Research recommendations concerned classroom observation and assessment of use of the reading process by other content areas. (YLB)

ED 329 729 CE 057 207

Johnson, Julie M.; And Others
An Examination of the Use of the Writing Process in Home Economics Using Qualitative and Quantitative Methods.

PUB DATE - Dec 90
NOTE - 26p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Agricultural Education; *Content Area Writing; *Home Economics Teachers; Secondary Education; *Teacher Attitudes; Teaching Methods; *Vocational Education Teachers; Writing Assignments; *Writing Instruction; Writing Skills

A two-phase study was conducted of home economics teachers' use of writing in secondary programs. In the first phase of the study, quantitative data were collected to compare three populations: (1) 125 home economics teachers who had not participated in university workshops on incorporating writing in the classroom; (2) 129 agriculture teachers who had not participated in the workshops; and (3) 125 home economics teachers who had participated in the workshops. A questionnaire was used to identify the extent to which 60 practices related to writing were used in home economics and agriculture classrooms and the importance of 12 reasons teachers may incorporate writing. Significant differences were found between the practices of home economics teachers who had participated in the writing workshops and agriculture teachers who had not participated in the workshops. The second phase of the study used qualitative data collected using the long interview method from 12 of the home economics teachers who had participated in writing workshops. In the final phase, further qualitative data were collected through second interviews and observation of three home economics teachers in their classrooms. Three dominant themes for the inclusion of the writing process emerged: to use writing as a vehicle for students to learn subject matter and make connections between concepts; to improve a student's self-concept; and to vary the methods of instruction. (Appendix contains 11 transparency masters.) (Author/KC)

ED 329 730 CE 057 208

Roads to an Initial Vocational Qualification. Vocational Training. No. 1/1990.

Education Graduates in Rural Northwest Pennsylvania.
Venango County Area Vocational-Technical School, Oil City, Pa.
SPONS. AGENCY - Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE - Jun 89
NOTE - 148p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Academic Education; Comparative Analysis; Educational Experience; *Education Work Relationship; Employment Patterns; *General Education; *Graduate Surveys; High School Graduates; High Schools; Job Satisfaction; Occupational Mobility; Outcomes of Education; Postsecondary Education; Rural Areas; Salaries; Surveys; *Vocational Education; *Vocational Followup
IDENTIFIERS - *Pennsylvania (Northwest)

A study compared graduates from three high school curricula--academic, general, and vocational--to determine if there were any advantages for the respective graduates in the labor market. Surveys mailed to a sample of 1,266 graduates received 623 usable responses. Three research questions were asked that dealt with secondary educational experience, postsecondary educational experience, and selected labor market outcomes. Literature was reviewed about high school experiences and outcomes after graduation. The usual comparison was vocational and nonvocational curricular groups. Aspects of labor market outcomes that were examined included total employment, earnings, job stability, and job satisfaction. The study found that: (1) significant differences in secondary educational experiences with academic graduates having the highest grade point averages followed by the vocational and general graduates; (2) significant differences in the number of credits in science, mathematics, and vocational education courses; (3) associations, low through high, between curricula and postsecondary educational experiences, with over 60 percent of all graduates going to some type of postsecondary education; (4) higher earnings and more hours worked for vocational graduates; (5) no significant differences in total number of jobs since graduation or job satisfaction; and (6) very little mobility, with over 84 percent not moving or moving within the county. Replication and extension of the research were recommended. (48 references; 15 data tables) (YLB)

ED 329 749 CE 057 305

Baj, John; And Others
A Feasibility Study of the Use of Unemployment Insurance Wage-Record Data as an Evaluation Tool for JTPA. Report on Project's Phase I Activities. Research Report Number 90-02.
Illinois State Dept. of Commerce and Community Affairs, Springfield.; Northern Illinois Univ., De Kalb. Center for Governmental Studies.
SPONS. AGENCY - National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE - Jan 91
NOTE - 136p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Education; Comparative Analysis; Cost Effectiveness; Database Design; Databases; Employment Programs; Feasibility Studies; Federal Programs; Followup Studies; High School Equivalency Programs; High School Graduates; *Information Utilization; *Job Training; Outcomes of Education; *Program Effectiveness; *Program Evaluation; Secondary Education; State

Winter issue contains the following articles: "Staff Accreditation"; "Afraid to Fail"; "Adult Basic Education (ABE) and Libraries: Potentials Realised"; and "Literacy Work with Local Employers." The Spring issue includes the following: "The Challenge of Change"; "Preparing for a Long Break"; "Competency Based ABE--A Lesson from America"; "Bilingual Publicity"; and "The Open College: An ABE Perspective." In the Summer edition are these articles: "New Initiatives"; "Language Support across the Curriculum"; "Literacy Work with 'Fourth World' Families"; "Basic Skills Work in YTS (Youth Training Scheme)"; and "A Community Wallhanging." The Autumn issue contains the following: "Assessing the Progress of Learners"; "Getting Students to Predict"; "Steamy Summer in the Big Apple!"; and "Mind over Maths." Each issue also contains about a dozen reviews of books and other materials related to adult literacy. The newsletters are illustrated with color photographs. (KC)

ED 329 767 CE 057 346

Adult Literacy & Basic Skills Unit Newsletter. Nos. 32-35.
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE - 89
NOTE - 66p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Adult Basic Education; *Adult Literacy; Autism; Classroom Techniques; Disabilities; Educational Resources; *English (Second Language); Foreign Countries; Horticulture; Job Training; *Literacy Education; Reading Instruction; Second Language Instruction; Special Education; *Teaching Methods

This packet contains the four issues of a newsletter published in 1989 by the Adult Literacy & Basic Skills Unit in England. The Winter issue contains the following articles: "After the Act"; "An Evening at the Theatre"; "Horticulture: A Practical Project with Autistic Adults"; "Shared Reading"; and "Literacy and Adult Basic Education in Industrialized Countries." In the Spring edition are the following: "How Special Are Special Needs?"; "Basic Skills Accreditation Initiative"; "Numeracy--Abstract Art or Basically Boring?"; and "Setting Up an Open Learning Centre." The Summer newsletter contains these items: "Employment Training: Cooperation or Competition?"; "Literacy for the Workplace"; "DeskTop Publishing for Adult Literacy Materials"; and "Making a Start with Computers." In the Autumn issue, the following articles are included: "ESOL (English for Speakers of Other Languages): A Nation's Neglect"; "Going Dutch!"; "National Writing Festival"; and "DART (Directed Activities Related to Text)--Developing Independent Readers." Each issue contains about a dozen reviews of books and other learning materials related to adult basic education. (KC)

ED 329 768 CE 057 347

Biggs, Donald A.; Wan, Teh Yuan
The Effects of Foreign Exchange Programs on Career Development and Planning.

PUB DATE - Feb 91
NOTE - 20p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 13-16, 1991).
LANGUAGE - English

ED 329 786 CE 057 388

Fleming, Louise E.
The General Education Board and Their Contribution toward Vocationalizing Public Schools 1905-1925.

PUB DATE - Feb 91
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Historical Materials (060)
DESCRIPTORS - Academic Education; *Educational Discrimination; *Educational History; Educational Opportunities; Elementary Secondary Education; *Private Financial Support; *Public Education; Rural Education; Track System (Education); *Vocational Education
IDENTIFIERS - *General Education Board

Between 1905 and 1925, the General Education Board (GEB) continued John D. Rockefeller's pattern of philanthropy for education and established its own philosophies of what programs to endow and what directions were appropriate for education. Programs that the GEB established and funded demonstrate their goals for education. Many of these programs resulted in the growth of vocationalism within public schooling. This study explores five areas regarding vocationalism of public education: (1) secondary education; (2) elementary education; (3) surveys of education; (4) position statements; and (5) mental measurements. Analysis of the five segments showed that the GEB acted as if people's destinies were set and that education should parallel these destinies and prepare people to meet them. In the three educational programs, successful and influential changes were made in the curriculum without persuasion by the GEB. A pattern of control over the programs funded is seen. Examination of enrollment in public high schools by course of study indicates that through all of the vocationalizing, students preferred academics. From the evidence, the nationwide movement toward a "factory model" of schooling did have its root belief in the inferiority of certain classes of people. The study showed that a paternalistic attitude extended to rural and poor people of ethnic derivation also. (Two appendices--Enrollment in Public High Schools by Course of Study and Sample General Education Board Appropriations--and 102 references are included.) (NLA)

ED 329 787 CE 057 392

New Accounts Representative. Teacher Edition. Financial Services Series.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE - 91
NOTE - 172p.; Printed on pastel colored paper which may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Banking; Business Education; Classroom Techniques; Course Content; *Entry Workers; *Finance Occupations; *Financial Services; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Units of Study

accounts for 34 percent of production and employs 25 percent of the economically active population. The labor force formally employed in industry consists mainly of relatively young males with little schooling. A large number of institutions both in the regular education system and nonformal sector provide vocational education. The main institutions offering nonformal training are the National Service of Industrial Apprenticeship, firms benefiting from tax incentives provided by Law 6.297, and independent vocational schools. Dissemination of new technologies in Brazil is slow, and their use is much less common than in advanced countries. New technologies are attractive to Brazilian industry for reasons of increased productivity and improved product quality. Reduction of labor costs is unimportant. New technologies in the machine tool, printing, textile, and construction industries have changed or created labor needs. Introduction of new technologies produces four different types of effects on job content and employment: job restructuring, job maintenance, job creation, and job destruction. Vocational training needs to complement conventional training with the specific training required for working with new technologies and train workers with basic education and training to use technologically advanced equipment. (50 references) (YLB)

ED 329 805 CE 057 451

Gomes, Candido A.
Alternatives in Vocational Education Finance: An Example of Participation by Employers in Brazil. Training Discussion Paper No. 69.
International Labour Office, Geneva (Switzerland).
PUB DATE - 91
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Vocational Education; *Corporate Support; *Educational Finance; Educational Needs; Elementary Secondary Education; Foreign Countries; Industrialization; *School Business Relationship; *Vocational Education; *Vocational Schools
IDENTIFIERS - *Brazil

At the end of the 1960s, the industrial park of Montes Claros, Brazil, was established. Until then the economy of the municipality had been based on cotton, beef cattle, and subsistence farming. The main obstacle to industrialization was the lack of a qualified local labor force. Trapped between the costs associated with workers recruited elsewhere and the deficiencies of workers recruited locally, firms in Montes Claros sought a number of alternatives. When the traditional training alternatives failed, a group of local business owners, the Commercial and Industrial Association, obtained contributions from 15 firms to establish the Educational Foundation of Montes Claros (FEMC). The school began by offering short courses in areas of urgent need. At the end of 1989, the Technical School, the core activity of the FEMC, enrolled 2,419 students in middle and secondary school, afternoon classes for adolescents, and night classes for students aged 14 to 40 who work during the day. The FEMC offers short courses, ranging in length from 4 to 120 class hours, and offers the direct sale of services. Income comes from student fees, scholarships, contributions of local firms, and sale of services. The effort represents a novel and successful approach to vocational school finance, in which costs are divided between employers and students, with only minimal contributions from public funds. (12 references) (YLB)

Impact on Sexual Behavior.

PUB DATE - 91
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143), Journal Articles (080)
DESCRIPTORS - *Clinics; *Contraception; *Family Planning; Intermediate Grades; Middle Schools; *Pregnancy; Program Effectiveness; Secondary Education; Secondary School Students; Sex Education; *Sexuality
IDENTIFIERS - *School Based Health Clinics

An evaluation of the reproductive health programs of six diverse school-based clinics measured the impact of the clinics on sexual behavior and contraceptive use. All six clinics served low-income populations; at five of them, the great majority of the students were black. An analysis of student visits by type of care given found that these clinics were not primarily family planning facilities; rather, they provided reproductive health care as one component of a comprehensive health program. Student survey data was collected in four schools with clinics and four nearby comparison schools with similar social and demographic characteristics but without clinics. Because the other two schools included in the evaluation had not yet opened their clinics, preclinic baseline data and 2-year postclinic data were collected for them. Findings indicated that the clinics neither hastened the onset of sexual activity nor increased its frequency. The clinics had varying effects on contraceptive use. Providing contraceptives on site was not enough to significantly increase their use; in only one of the three sites that did so were students in the clinic school significantly more likely than students in the comparison school to have used birth control during last intercourse. Although the data suggest that the clinics probably prevented small numbers of pregnancies at some schools, none of the clinics had a statistically significant effect on school-wide pregnancy rates. (ABL)

ED 329 825 CG 023 194

Seibert, Phyllis M.; Pastorello, Thomas
Staff Grief Resolution and Care for the Elderly: Artificial Intelligence Analysis.

PUB DATE - 18 Nov 90
NOTE - 9p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Death; *Employee Attitudes; *Employees; Frail Elderly; *Grief; Health Personnel; Institutional Personnel; Nurses; Nurses Aides; *Nursing Homes; Older Adults; *Patients; Social Workers

Literature on health professionals describes the problems associated with unresolved or poorly resolved grief. Previous research has indicated that the most important reason why health professionals stay in their jobs is their relationship to patients. This study examined how nursing home personnel resolve their grief following deaths of clients. Nursing homes (N=13) in the central New York area were surveyed. In-depth interviews were conducted with administrative and social services key informants from all homes and with staff from one center representing medicine, nursing, social work, therapy, food services, activities, housekeeping, and being eaten and hidden. Most of the destructive bodily damage is repairable with time, good nutrition, and cessation of the bingeing-purging activity. (LLL)

ED 329 845 CG 023 215

Goldstein, Stephen; Darou, Wes G.
Stress and Burnout: An Organizational Intervention.

PUB DATE - Jan 91
NOTE - 17p.; Paper presented at the Annual National Consultation on Vocational Counselling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Burnout; Counseling Services; Employee Assistance Programs; Foreign Countries; *Prevention; *Stress Management; *Stress Variables; Work Environment
IDENTIFIERS - Canada; Canadian International Development Agency; Maslach Burnout Inventory; Work Environment Scale

This study used a combination of methods suggested by the literature to study the problem of stress and burnout in 30 employees of the Comptrollers Branch of the Canadian International Development Agency over a period of one year. A number of techniques were used, including administration of the Work Environmental Scale (WES) and the Maslach Burnout Inventory (MBI), individual counseling sessions, group problem solving meetings, and a stress clinic. Results of the WES showed that on the average, the employees demonstrated high levels of work pressure, above average involvement, task orientation, and peer cohesion; average autonomy and innovation, and below average supervisor support, control, and physical comfort; and low clarity. The results of the MBI indicated that at least 13 employees were in phase 7 or higher of the 8 phases of burnout. Ten employees referred themselves for individual counseling, six have continued for ongoing counseling, and two have decided to make career changes. Results were used by staff, management and counselors to change the course of continuing events. A follow-up on actions taken by management and a second administration of the WES and MBI will be carried out over the next few months. (LLL)

ED 329 846 CG 023 216

Bognar, Carl J.
Evaluation of CHOICES, The Computerized Career Information System.

PUB DATE - Jan 91
NOTE - 19p.; Paper presented at the Annual National Consultation on Vocational Counselling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Career Choice; Career Counseling; Career Exploration; *Career Information Systems; *Computer Oriented Programs; *Computer Software Evaluation; Foreign Countries; Occupational Information; Questionnaires
IDENTIFIERS - Canada; *CHOICES (Program)

This paper presents the results of an evaluation of CHOICES, a career information system developed by the Canada Employment and Immigration Commission, and implemented in Canada Employment of reducing feelings of powerlessness; and strategies for resolving conflict. Section 2 provides considerations to be used when designing services for children of alcoholics. Section 3 contains a open letter to children that stresses the importance of communication, defines alcoholism as a disease that cannot be controlled by the child and is not the child's fault, and suggests positive actions a child of an alcoholic may take. Included are questions and answers on alcohol related issues. Section 4 lists professionals and organizations that may be able to offer or determine the most appropriate and convenient services for the individual client (outpatient clinics, hospital services, halfway houses, or special counseling groups). Section 5, the "National Clearinghouse for Alcohol and Drug Information Resource Update," is an annotated resource guide for persons interested in obtaining current information on the impact of parental alcoholism on children. Entries are organized into three sections: (1) publications (including books, conference papers, journal articles, and pamphlets and periodicals); (2) audiovisuals (including films, videotapes, filmstrips, and audiotapes); and (3) organizations. Availability and price information are included where relevant. (BHK)

ED 329 866 CG 023 236

Children of Alcoholics: 4. Kit for Helpers.
National Clearinghouse for Alcohol and Drug Information (DHHS), Rockville, MD.
PUB DATE - Feb 88
NOTE - 28p.; For other kits in this series, see CG 023 234-236.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050), Reference Materials - Bibliographies (131)
DESCRIPTORS - *Alcohol Abuse; *Alcoholism; Children; *Family Characteristics; *Family Environment; Parent Influence; *School Personnel
IDENTIFIERS - *Children of Alcoholics

This document is intended to be used by school personnel when helping students with home problems. Section 1 suggests four ways school personnel may help students with alcoholic parents: listen and communicate; be aware of one's own limitations and do not attempt to change the student's home environment; foster primary relationships; and remain alert and observant. Section 2 provides issues to be considered when designing services for children of alcoholics. Section 3 suggests guidelines to be used when a child of an alcoholic home seeks out school personnel for help. Section 4 consists of an open letter to children that stresses the importance of communication, defines alcoholism as a disease that can not be controlled by the child and is not the child's fault, and suggests positive actions a child of an alcoholic may take. Questions and answers on alcohol-related issues are included. Section 5 lists professionals and organizations that may be able to offer or determine the most appropriate and convenient services for the individual client (outpatient clinics, hosptial services, halfway houses, or special counseling groups). Section 6, the "National Clearinghouse for Alcohol and Drug Information Resource Update," is an annotated resource guide for persons interested in obtaining current information on the impact of parental alcoholism on children. Entries are organized into three sections: (1) publications (including books, conference papers, journal articles, and pamphlets and periodicals); (2) audiovisuals (including films, videotapes, filmstrips, and audiotapes); and (3) organizations. Availability and price information are included where relevant. (BHK) non-family people than it does for hitting family members. Also, those people who are prone to hit outside the family would be more likely to exercise violence toward their spouses and children. Conversely, those who refrain from using violence within the family would be expected to show a lower incidence of violent expression outside of the family. Data for this analysis were obtained from the 1985 National Family Violence Resurvey, which interviewed 6,002 American households by telephone using a national area probability sample. Results suggest that violence exercised toward others by male and female adults is contextual in nature. Among those men and women who have demonstrated violence toward a non-family member, the findings indicate that their tendency is toward constraint, limited usually to one of the studied settings. The traditional method for testing the trait-state theory is to measure situational variables by comparison groups and find a probability of between-group differences. The present analysis examined the behavior of the same individuals across settings to determine the level of transitivity. The hypotheses expected by trait theory were not supported. (LLL)

ED 329 887 CG 023 259

Neale, Anne Victoria; And Others
Validation of the Hwalek-Sengstock Elder Abuse Screening Test.

PUB DATE - Nov 90
NOTE - 24p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - At Risk Persons; Concurrent Validity; *Construct Validity; *Diagnostic Tests; *Elder Abuse; Factor Analysis; Screening Tests; Violence
IDENTIFIERS - *Hwalek Sengstok Elder Abuse Screening Protocol

Elder abuse is recognized as an under-detected and under-reported social problem. Difficulties in detecting elder abuse are compounded by the lack of a standardized, psychometrically valid instrument for case finding. The development of the Hwalek-Sengstock Elder Abuse Screening Test (H-S/EAST) followed a larger effort to identify indicators and actual symptoms of elder abuse using a pool of over 1,000 items selected from various elder abuse protocols which were currently being used throughout the United States and Canada. This study examined the construct validity of the 15-item H-S/East. Results of the analyses indicated that 9 of the 15 items of the H-S/EAST significantly discriminated between three groups: (1) elders whose reported abuse was substantiated by Adult Protective Services (APS) caseworkers; (2) elders whose reported abuse was not substantiated by APS workers; and (3) a community-based comparison group. The data suggest that this short, easily administered screening device can be useful to service providers interested in identifying people at high risk of the need for protective services. The H-S/EAST should not be used to predict specific types of abuse or neglect, or to make the final decision about the substantiation of abuse or neglect in any particular case. A positive indication suggests the need for further examination rather than the actual presence of the condition. (Author/LLL)

ED 329 888 CG 023 260

Oliver, Ronald; And Others

a white, middle-class rural community, completed the Estes Reading Attitude Scale. Subjects' scores on the reading comprehension subtest of the Iowa Tests of Basic Skills were used to assess reading achievement. Results indicated: (1) a low but consistent positive relationship between students' attitudes toward reading and actual reading achievement; (2) achievement level in reading remained stable despite the considerable changes in attitude toward reading; (3) attitude toward reading appeared to be maintained through the grades until grade eight, in which there was a decrease; (4) correlations between students' attitudes toward reading achievement were significantly higher for female than for male students; (5) the drop in attitude in the total population was principally due to the drop in positive attitude of the male students in grades seven and eight; (6) the actual performance of male and female students in reading achievement showed no difference; (7) for students of lower reading achievement, attitudes toward reading decreased over time; and (8) attitude toward reading tended to follow the achievement in reading level of both normal and high readers. (Six tables and four figures of data are included; 86 references, the Estes Attitude Scales, and an appendix of data are attached.) (Author/RS)

ED 329 906 CS 010 456

Baumann, James F.
Basal Reading Programs and the Deskilling of Teachers: A Critical Examination of the Argument.

PUB DATE - Apr 91
NOTE - 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Basal Reading; Educational Philosophy; Elementary Education; *Teacher Behavior; *Teacher Role; *Teaching Skills
IDENTIFIERS - *Deskilling; Reading Management

It is an understatement to assert that American basal reading programs have come under considerable scrutiny. One of the central criticisms of these programs is that they result in the deskilling of teachers (relinquishing control over the goals, methods, materials, and evaluation of reading instruction to the basal reading materials). A critical analysis of the deskilling hypothesis, however, suggests that there may be seams in its logic and insufficient data to support it. Three questions form the structure for such an analysis: (1) Do the empirical data provide evidence of teacher deskilling? (2) Are examples from basal materials and the descriptions of their development which are used to argue for how they deskill teachers representative of current material or publishing practices? and (3) Is there a possible contradiction in the deskilling hypothesis, and might it not fall prey to its own argument? There have been and remain conceptual and pedagogical limitations in basal reading materials; they never have been nor will they become the best or only way to assist teachers in developing students' literacy abilities. Teachers, however, are independent, thoughtful persons quite capable of making professional judgments about their workplace and the nature of their work, basal readers included. (RS)

ED 329 907 CS 010 458

Christensen, K. Eleanor

achievement at the end of the school year. Results indicated that first graders generally have good control over endophoric cohesive ties in reading. However, they are still unsophisticated in their ability to think about and express the basis of their judgments. The analysis of the cohesion comprehension measures suggests three levels of ability in comprehending cohesive ties in reading: the first level shows an inability to comprehend or explain cohesive ties; the second level has the ability to comprehend the content of cohesive ties but an inability to explain the basis of comprehension; and the third level has the ability to explain the basis of comprehension. At least two of the strategies used for interpreting ungrammatical ties parallel strategies used in general for comprehension of connected discourse. (Three tables of data are included and 10 references are attached.) (MG)

ED 329 926 CS 010 477

Bean, Rita M.; And Others
The Beginning with Books Gift Book Program: Effects on Family and Child Literacy. Final Report.

SPONS. AGENCY - Buhl Foundation, Pittsburgh, Pa.
PUB DATE - Aug 90
NOTE - 23p.; Project also sponsored by the Vira I. Heinz Endowment. Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Beginning Reading; Interviews; Parent Child Relationship; *Parent Influence; *Parent Participation; Parent Student Relationship; *Prereading Experience; Primary Education; Questionnaires; *Reading Materials; Reading Research
IDENTIFIERS - Emergent Literacy; *Family Literacy; *Literacy Events; Pennsylvania (Pittsburgh)

This study offered a means of evaluating the long-term effects of the Beginning with Books gift packet program on literacy experiences provided by the family, on the children's literacy and language abilities, and on the skills of the children involved in the program as perceived by their kindergarten teachers. The program is a nonprofit prevention-oriented literacy agency affiliated with the Carnegie Library of Pittsburgh. Subjects included 27 families who had received the gift packet through two different county health department well-baby clinics and 14 families in the comparison group. Three types of measures (language and literacy, family literacy experience, and classroom literacy) were utilized to elicit information about family literacy experiences as well as the literacy skills of the children. Parents and children participated in interviews and the parent responded to a parent questionnaire before participating in a parent-child book sharing experience. Results indicated that participants in the program provided more literacy experiences in the home for their children. The parents who received the gift packet also visited the library more often and provided more reading materials in their homes. The children whose parents received the gift packet were perceived by their teachers as having higher reading ability than children of parents who did not receive the packet. The performance of children from both groups on the literacy tasks was similar. (Two figures and two tables of data are included and seven references are attached.) (MG)

ED 329 927 CS 010 478

Allen, Debra G.
A Literacy Program Improvement Plan for Low-Achieving First Graders Using Reading Recovery Strategies.

PUB DATE - 91
NOTE - 70p.; Ed.D. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - Grade 1; *Individualized Instruction; Instructional Effectiveness; Low Achievement; Primary Education; Program Improvement; *Reading Improvement; Reading Instruction; Reading Research; Reading Skills; *Reading Strategies; Remedial Reading; Student Needs
IDENTIFIERS - Education Consolidation Improvement Act Chapter 1; Florida; *Reading Recovery Projects

A practicum was implemented to provide low-achieving first-grade students with individualized instruction that would teach strategies to assist them in becoming independent readers. Secondary goals were: (1) to implement and develop a Chapter 1 Reading Improvement Plan targeted for low achieving first graders; (2) to improve reading self-esteem; (3) to enhance students' listening, writing, and speaking skills; (4) to develop reading strategies; (5) to increase the student's awareness of print; and (6) for teachers to demonstrate various reading strategies used to improve reading abilities. Twelve Chapter 1 first graders were the focus of the practicum. The program improvement plan was implemented over an 8-month period, divided into five phases. The individualized instructional procedures remained systematic with the Reading Recovery Program's daily lesson format. The reading selections and strategies were based on participants progressing during each session. Some results fell below numerical expectation, but the participants' ability to use appropriate reading strategies far exceeded overall expectations. The reader's self-esteem also improved when provided with an instructional format which met his or her needs. Overall success was achieved when the student could utilize strategies as needed while reading. (Nine tables of data are included and 26 references are attached. Appendixes include: the Word List Pre/Posttest; Writing Vocabulary Pre/Posttest; Instructional Strategy Survey; the Parent Survey; and descriptions of the district's Informal Reading Inventory, running record, Ready to Read Series, Letter Identification Pre/Posttest, Concepts about Pre/Posttest, and Dictation Test Pre/Posttest.) (Author/MG)

ED 329 946 CS 010 499

Speights, Wilhelmenia Edwards
Supporting the Literacy Development of Sixth Grade Poor Readers in a Regular Classroom through Teacher Inservice and Parental Involvement.

PUB DATE - 91
NOTE - 189p.; Ed.D Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - Grade 6; *Inservice Teacher Education; Intermediate Grades; *Literacy; Low Achievement; Middle Schools; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Reading Ability; *Reading Difficulties; Reading Improvement; Reading Research; Reading Teachers; Staff Development; Teacher Improvement; Teacher Role
IDENTIFIERS - Middle School Students

possible, the communication intended by writers; and (2) provide a basis, depending on purpose, for achieving efficiency in this reading process. The diagramming system in the book is organized around "word nests" that illustrate and clarify grammatical relationships with greater efficiency than the traditional "fishhooks." (KEH)

ED 329 968 CS 212 717

Poteet, Howard
Computers Make Mark on Teaching of Writing.

PUB DATE - 91
NOTE - 5p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Computer Assisted Instruction; *Computers; Elementary Secondary Education; Higher Education; Hypermedia; *Learner Controlled Instruction; *Revision (Written Composition); *Word Processing; *Writing Instruction
IDENTIFIERS - Essex County College NJ

The most popular application of computers in the classroom is word processing. Essex County College in Newark, New Jersey, was one of the first institutions to teach students to write with the computer. Using computers in education provides the following benefits: (1) students find it easier to make changes when writing with the computer than when writing with pen and paper--thus, they tend to rewrite more to improve their writing; (2) the computer can act as instructor or tutor (using programmed instruction, for example, or hypertext); (3) computers make students learn differently, demanding that the user (the student) supply information and become involved; and (4) immense amounts of information can be stored in a small amount of space and be retrieved in seconds. (SR)

ED 329 969 CS 212 718

Haber, Marian Wynne
The Art of Collaborative Teaching.

PUB DATE - Feb 91
NOTE - 11p.; Paper presented at the Enhancing the Quality of Teaching in Colleges and Universities Conference (Charleston, SC, February 1-3, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Course Content; *Course Descriptions; *Course Organization; Editing; Higher Education; *Instructional Effectiveness; Instructional Improvement; *Instructional Innovation; *Journalism Education; School Business Relationship; Student Attitudes
IDENTIFIERS - *Collaborative Teaching; Professional Writing; University of Texas Arlington

The Communication Department at the University of Texas at Arlington offered an innovative news editing course taught collaboratively by a journalism professor and an editor of the "Fort Worth Star-Telegram." A syllabus was designed so that the lecture would coordinate with the laboratory as closely as possible. Students had the opportunity to transfer the theories that they learned in the lecture to the laboratory. The subjects that were covered included: a study of the electronic newsroom, role of the copy in the Text: Jeremias Gotthelf's 'Schulmeister' (1838) and the Poetics of Pedagogy" (James W. Rankin); "'But I Digress': The Teacher in 'Under Western Eyes' as a Model for Political Engagement" (Deborah Lovely); "Tyranny, Telling, Learning: Teaching the Female Student" (Anne L. Bower); "Professor Immanuel Rath and Fetishes of Power: Sternberg's 'Der blaue Engel'" (Kenith L. Simmons); "'Oh My; I Am the Teacher': Laura Ingalls Wilder and the Prairie School Teacher" (Ann Romines); "Notes on the Dry Eucalyptus: Wallace Stevens's Professional Voices" (James S. Leonard); "The Teacher as Failure--The Text as Teacher: Hermann Broch's 'Die vier Reden des Studienrats Zacharias'" (Calvin N. Jones); "Two Gurus--Vonnegut's Bokonon and Narayan's Raju: Teachers outside the Classroom" (Felicia Campbell); and "Gail Godwin's Paralyzing Plots and the Woman Professor" (Virginia Smith). (SR)

ED 329 991 CS 212 742

Dusewicz, Russell A.; Beyer, Francine S.
The Delaware Middle Level Computer Writing Project First Year Evaluation Report.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE - Aug 90
NOTE - 78p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Computer Assisted Instruction; Computers; Elementary Education; Instructional Innovation; Middle Schools; Program Descriptions; *Program Effectiveness; Program Implementation; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS - *Delaware; *Process Approach (Writing)

This study examined the effectiveness of the first year of a project designed to support the use of computers to improve the writing skills of middle level students. Subjects, 2,285 students from all of the 16 school districts in Delaware, engaged in daily writing activities on computers using the process approach to writing. One teacher from each district was provided training and technical assistance to facilitate appropriate hardware and software acquisition and use of the writing process. Program implementation was assessed, as were student writing skills and attitudes toward writing. Results indicated that: (1) adequate orientation and training were provided to the participating schools; (2) students significantly gained in writing skills, enjoyment of writing, and in enjoyment of computer-assisted instruction; and (3) teachers enjoyed using the program. (One figure and six tables of data are included; 14 project documents and data collection instruments are attached.) (RS)

ED 329 992 CS 212 745

Hansen, Tom
Reclaiming the Body: Teaching Modern Poetry by Ignoring Meaning.

PUB DATE - Nov 90
NOTE - 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...'

PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Annotated Bibliographies; Business Communication; Communication Research; Higher Education; *Media Research; *Public Relations; Technical Writing
IDENTIFIERS - Business Role; Communication Strategies

This edition of the Public Relations Bibliography includes titles, citations, and annotations of literature with 1988 and 1989 publication dates classified under 26 different topics from business responsibility through writing. Selection of the approximately 600 journal articles and books included in the bibliography was guided by a broad definition of public relations which includes tools employed to establish and maintain support, confidence, and understanding between institutions and their publics, and how these tools are used. (RS)

ED 330 013 CS 507 415

Ross, Roseanna G.
Building a Relationship with the Agency Supervisor: An Academic Internship Coordinator's Perspective.

PUB DATE - Nov 90
NOTE - 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Field Experience Programs; Higher Education; *Internship Programs; *Mentors; Organizational Communication; Practicums; Practicum Supervision; *School Business Relationship; Speech Curriculum; Supervisors; *Supervisory Methods
IDENTIFIERS - Intern Mentor Program; Supervisor Supervisor Relationship

The academic success of the speech communications internship experience depends on the coordinated effort of all three of the key players in the internship--the intern, the site supervisor and the academic coordinator/director. For this relationship to be most effective, for the development of open channels and shared expectations, the "we-they" dichotomy implied in "work world" vs. "academic world" must be eliminated. The site supervisor can assist in producing a quality learning experience by exploring and defining the role of the intern within the department and/or organization, developing a clear job description for the intern, providing an orientation program for the intern, and serving as a mentor for the intern. There is also a role for the academic coordinator. He or she can assist the site supervisor by defining learning goals and academic expectations and keeping open communication channels. The academic coordinator can support the supervisor's efforts to create an effective learning experience by assisting the supervisor in performing the functions of the mentoring role, encouraging the supervisor to join professional organizations designed to assist intern supervisors, and showing gratitude to the supervisor for his/her efforts in working with the intern. When both supervisor and coordinator realize that they share the roles of mentor, evaluator, learner and expert (among others), the dichotomy between the two worlds can begin to dissolve and the possibility of shared responsibility for learning increases. (TD)

ED 330 014 CS 507 416

Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Oct 90
NOTE - 34p.; For related documents, see EA 022 715-716 and ED 323 660.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Change Strategies; Decision Making; *Educational Change; *Educational Innovation; *Educational Planning; Educational Trends; Elementary Secondary Education; Futures (of Society); Models; *Orientation; Social Problems; *Systems Analysis; Workshops

This guide is the first of three documents that make up a Professional Development Package for Educational Systems Design. Together, the documents constitute an integrated package designed to help educators and others accomplish specific purposes relative to a communitywide systems design effort. The orientation guide is ideally used in a 1-day study and discussion session for educational and community leadership and is designed to provide a basic understanding of educational systems design. It provides an overview of the process as it might take place within a school district and community and is also intended to convince orientation session participants of the importance of educational design as the needed strategy for reform. The listed purposes of the orientation session are as follows: (1) to explore the implications for education of the rapidly changing societal environment and advances in knowledge about learning and human development; (2) to develop among educational stakeholders an appreciation of the power of design for creating more appropriate systems of learning and human development; and (3) to help stakeholders to explore and reflect upon their responsibilities and the specific contributions they can make to the redesign of education. (MLF)

ED 330 034 EA 022 715

Banathy, Bela H.; Jenks, C. Lynn
The Transformation of Education by Design: A Leadership Guide for Educational Decision Makers.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Oct 90
NOTE - 61p.; For related documents, see EA 022 714-716 and ED 323 660.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Change Strategies; Community Role; *Educational Change; *Educational Innovation; Educational Planning; Educational Trends; Elementary Secondary Education; Futures (of Society); Leaders Guides; *Leadership Training; Models; Resistance to Change; *Systems Analysis; Workshops

This guide is the second of three documents that make up a Professional Development Package for Educational Systems Design. The intended audience for this guide is a leadership group

ED 330 054 EA 022 767

Duttweiler, Patricia Cloud
Restructuring the Educational System. Insights on Educational Policy and Practice, Number 13.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Sep 89
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Change Strategies; *Educational Change; Educational Innovation; Elementary Secondary Education; Organizational Change; School Based Management; *School Restructuring

Rapid social change in American society calls for a flexible, self-correcting educational system. The view that achievement of such a system requires major changes in the organization and delivery of educational services and a redefinition of the entire system is examined in this educational policy bulletin. Highlights of reform research are discussed, with a focus on describing change at the local and state levels and identifying elements common to all restructuring efforts. Goals of restructuring include changing the way teaching and learning are addressed at the local level and making fundamental changes in structural arrangements. (18 references) (LMI)

ED 330 055 EA 022 768

Bowyer, Charles; And Others
"Guidelines" for Restructuring the System. Insights on Educational Policy and Practice, Number 14.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Oct 89
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Change Strategies; Decentralization; Decision Making; Elementary Secondary Education; Organizational Objectives; Policy Formation; School Based Management; School District Autonomy; *School Restructuring; Standards; State School District Relationship
IDENTIFIERS - *New Mexico

School restructuring requires the critical assessment of all aspects of the educational system, including the goals of schooling; organization and management at the local, district, and state levels, curriculum; instruction; roles and responsibilities of educational personnel, students, and parents; school finance; and education regulation and control. However, recognition of the need for restructuring is accompanied by discouragement due to a scarcity of guidelines for implementation. Guidelines developed by a diverse group of New Mexico educators are provided in this educational policy bulletin, with a focus on identification of goals; delineation of roles and authority; and recommended actions at the school, district, and state levels. Eight questions with suggestions for possible courses of action are presented. (LMI)

ED 330 056 EA 022 769

Pollard, Joyce S.

Information about next year's conference in provided. (4 references) (MLH)

ED 330 077 EA 022 796

Smith, Neil Stephenson; Acheson, Keith A.
Peer Consultation: An Analysis of Several Types of Programs.
Oregon School Study Council, Eugene.
PUB DATE - Feb 91
NOTE - 37p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Collected Works - Serials (022)
DESCRIPTORS - *Collegiality; Elementary Secondary Education; *Organizational Development; *Peer Counseling; Program Implementation; *Teacher Effectiveness; *Teaching Models
IDENTIFIERS - *Coaching; Instructional Theory into Practice (Hunter); Program for Quality Teaching BC; Teacher Effectiveness Training

The term "peer consultation," like the term "teaching," encompasses many methods and strategies. Some confusion about peer consultation (often called "peer coaching") stems from lack of understanding about how these procedures use peers (fellow teachers) as observers, mentors, coaches, or collaborators. To dispel educators' confusion, this bulletin offers a comparison of several different peer consultation types. Chapter 1 describes major distinctions among four main types of peer activities: (1) peer coaching with focus on either teaching principles or teaching effectiveness; (2) peer coaching with focus on teaching models; (3) peer consultation with focus on either instructional fine-tuning and reflection or reflective practice and innovation; and (4) peer consultation with focus on organization development. Chapters 2 through 5 examine each type in more detail, using one or more examples of existing programs, such as Madeline Hunter's Instructional Theory into Practice, Carol Cummings's Teacher Effectiveness Training, Bruce Joyce and Marsha Weil's Models of Teaching, and the Program for Quality Teaching in British Columbia. Descriptions cover these programs' purposes, procedures, and research-based outcomes. All the programs analyzed have merit and require substantial staff development investments to succeed. (29 references) (MLH)

ED 330 078 EA 022 801

Mojkowski, Charles; Bamberger, Richard, Ed.
Developing Leaders for Restructuring Schools: New Habits of Mind and Heart. A Report of the National LEADership Network Study Group on Restructuring Schools.
Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
PUB DATE - Mar 91
NOTE - 79p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Administrator Education; *Administrator Role; Educational Change; Educational Cooperation; Elementary Secondary Education; Higher Education; Leadership Qualities; *Leadership Training; Prerequisites; Role Perception; *School Restructuring

This document examines the implications that emerging restructuring movements hold for the changing roles and training needs of administrators. Restructuring is examined as it differs from

PUB DATE - Nov 90
NOTE - 87p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; *School Taxes
IDENTIFIERS - *Funding Formulas

Over the past 2 years, nearly half the states have been debating the fairness and/or constitutionality of their school financing systems. Renewed interest can be traced to changing demographic and economic contexts since the 1970s and a decade of reform calling for qualitative school improvements. Although school revenue more than doubled between 1980 and 1990, the source of that revenue changed; a significant decrease in federal revenue has been offset by increases in state and local revenue. Two major issues are making the tax system more balanced and broadening tax bases. Fiscal distress in the 1990s should inspire state and local governments to pursue finance reform. In reforming local taxes, localities have been interested in reducing reliance on the property tax. Resurgence in school finance activity may also be attributed to recent successful challenges to the constitutionality of school finance statutes in Montana, Kentucky, Texas, and New Jersey. The school finance activity during the last 20 years has failed to improve interdistrict equity; some of the new state educational improvement funds may be disequalizing, and other state aid systems are outdated. Future school finance activity will increase as litigation focuses attention on inequities across school districts in particular states and/or the lack of sufficient funds to provide high-quality education services. Appendices summarize school finance cases, outline state school finance studies, and list 21 references. (MLH)

ED 330 099 EA 022 829

Paule, Lynde; And Others
Oregon School Improvement and Professional Development Project. Final Report.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY - Oregon State Dept. of Education, Salem.
PUB DATE - Oct 89
NOTE - 92p.; For a related document, see EA 022 830.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Collegiality; Educational Assessment; *Educational Improvement; Elementary Secondary Education; *Outcomes of Education; Participative Decision Making; *Professional Development; Program Effectiveness; Program Evaluation; *School Based Management; *State Programs
IDENTIFIERS - *Oregon

Oregon's School Improvement and Professional Development Program (SIPD) was created to: (1) assist local district goal achievement; (2) establish site committees to initiate school improvement and shared decision making; and (3) provide professional development opportunities. The following outcomes are evaluated in this report: development of school improvement goals; project goal achievement; student outcomes and school factors; and identification of successful features. Methodology involved fall and spring administration of questionnaires to staff, staff interviews from a sample of 25 projects at 72 sites, and review of four quarterly individual project reports. Findings indicate that to achieve noninstructional objectives is bureaucratic control. Economic control can result from factors like the cost and ease of transportation. The assumption that public education will be improved through increased competition rests on parental involvement. To date, no indepth studies of the parent decision-making processes relative to choosing a school have been made. While such research may be inconvenient, information obtained will be of great value to those administrating choice programs. (EJS)

ED 330 121 EA 022 981

Ogle, Laurence T.; And Others
The Condition of Education 1991. Volume 1: Elementary and Secondary Education.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 305p.; For volume 2, see EA 022 982. For 1990 edition, see ED 317 626.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; *Educational Assessment; Educational Environment; Educational Finance; Educational Quality; *Educational Resources; Educational Trends; Education Work Relationship; Elementary School Students; *Elementary Secondary Education; Enrollment; Ethnic Distribution; Expenditure per Student; Government Publications; *Outcomes of Education; Preschool Education; *School Demography; *School Statistics; Secondary School Students; Statistical Analysis; Student Characteristics; Surveys; Tables (Data)
IDENTIFIERS - *Indicators

The current status of education for 1991 is presented in two volumes in the form of education "indicators"--key data that measure the health of education, monitor important developments, and show trends in major aspects of education. The 30 indicators for elementary and secondary education in this volume have been grouped under the headings of student progression and outcomes; context; and resources. Outcome indicators include data on student beginnings, progress, and completion; student performance; economic outcomes of education; and participation in various curricula. Context indicators outline the size and growth of the schools; student characteristics; and the school climate. Resource indicators focus on data on fiscal characteristics of the schools, and selected characteristics of teachers and administration. Each indicator contains an introductory text, a few highlighted items, a text table, and charts related to the data. Also included are technical supporting data, supplemental information, data sources, an index, and a glossary. New indicators for elementary and secondary education include the following: (1) high school completion rates; (2) employment rates of recent high school graduates and dropouts; (3) mathematics and science course-taking patterns; (4) certification and education of public secondary school teachers; and (5) international comparisons of public expenditures for elementary and secondary education. (MLF)

ED 330 122 EA 022 982

Alsalam, Nabeel; Rogers, Gayle Thompson
The Condition of Education 1991. Volume 2: Postsecondary Education.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 306p.; For volume 1, see EA 022 981. For 1990 edition, see ED

generalizability. The six studies addressed: (1) behavior rehearsal with students who have learning disabilities; (2) problem solving, modeling, and role playing with students who have learning disabilities; (3) problem solving, modeling, and role playing with students who have mental retardation; (4) combined techniques with students who have mental retardation; (5) role playing and self-monitoring with students who have behavior disorders; and (6) combined techniques with multi-categorical students. A call is made for a comprehensive synthesis of proven methods to facilitate employment success among mildly disabled adolescents. Includes 53 references. (PB)

ED 330 140 EC 300 110

Loper, Stephan
Increasing Spelling Performance with Learning Disabled Students by Teaching Metacognitive Strategies.

PUB DATE - 89
NOTE - 105p.; Practicum Report, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - Elementary Education; Homework; Inservice Teacher Education; *Instructional Effectiveness; *Learning Disabilities; Mainstreaming; Maintenance; Metacognition; Parent Education; Peer Teaching; *Remedial Instruction; Self Control; *Spelling Instruction; Student Motivation; Teaching Methods; Tutoring
IDENTIFIERS - *Self Management

This study was designed to improve spelling performance of 17 mainstreamed elementary special education students by developing self-regulatory mechanisms and by training the regular classroom teacher and parents in ways to meet the handicapped student's learning needs. A variety of intervention techniques was employed including homework strategies, motivational techniques, parental encouragement, and peer tutoring. Findings indicated improved spelling performance which was further improved by monitoring cognitive strategies. Two ancillary findings indicated that same-age tutoring was most effective with primary children and that well structured activities were most effective in improving spelling performance. Students lost skills over summer recess but quickly regained proficiency following remedial instruction. Data also suggested that learning disabled students' cognitive ability influenced spelling and metacognitive gains. Appended are a sample error chart, sample spelling activities, the response cost coupon and menu, learning strategy cartoons, the parent telephone interview, and pre- and post-tests used. Includes 58 references. (DB)

ED 330 141 EC 300 111

Cluver, Lissa Power; Hodges, Annelle
Comprehensive Public School Hearing Health Plan: Screening, Follow-Up, Teacher Inservice.

PUB DATE - Nov 90
NOTE - 13p.; Paper presented at the Annual Meeting of the American Speech-Language-Hearing Association (Seattle, WA, November 16-19, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - At Risk Persons; *Auditory Evaluation; Elementary

students and volunteers to projects; and (3) provide audiovisual materials to assist face to face tuition. Latin American radio schools have used radio didactically, as the main medium of instruction, unlike other countries. There is no single homogeneous audience for adult literacy programming, but a variety of open and closed audiences. There are also major differences in interest between urban and rural audiences, men and women, and young and old audiences, which provides a major programming challenge to radio literacy producers. Another important factor of European projects is close coordination and cooperation between broadcasters and other agencies. Worldwide experience suggests four basic models of radio ownership and control: commercial, public broadcasting, open access, and radio schools. The models have profound implications for the way radio is used for adult literacy. More published evaluation data are needed on the effectiveness of the radio schools in teaching literacy. In addition, world experience suggests that the use of radio for adult literacy must be accompanied by social, economic, and political reform. (NLA)

ED 329 655 CE 056 963

Hellwege, Nancy C.; Sell, Irene L.
Different Strokes for Different Folks.
Miami-Dade Community Coll., FL. Southeast Florida Training Center for Adult Literacy Educators.
SPONS. AGENCY - Florida State Dept. of Education, Tallahassee.
PUB DATE - Aug 90
NOTE - 28p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Adults; *Basic Skills; Cognitive Processes; *Cognitive Style; Hearing Impairments; Inservice Teacher Education; Instructional Materials; Learning Disabilities; Physical Disabilities; Postsecondary Education; Self Evaluation (Individuals); *Sequential Learning; *Special Education Teachers; Videotape Recordings; Visual Impairments
IDENTIFIERS - *Systematic Integrated Teaching Learning Approach

This manual, together with the continuing education or inservice teacher workshops for learning the Systematic Integrated Teaching/Learning Approach (SITLA), can help teachers use different approaches to work effectively with a population of adults 18 years and older who are enrolled in special education classes, college-based developmental skills courses, job training classes, vocational schools, and other educational programs, and specifically have serious deficiencies in reading, writing, mathematics calculations, verbal skills, and abstractions. The manual contains four sections. The first section describes characteristics of people who process information simultaneously, rather than sequentially. It explains that physiological difficulties prevent some adult learners from learning to read and write properly. Integrated learning involves learning in which seeing, hearing, speaking, doing, and experiencing are continuously interrelated. The next section illustrates the systematic integrated teaching/learning approach in practice. Selected portions of national television news broadcasts are videotaped for classroom use and include photocopies of newspaper accounts of the same topic. Television news presentations and newspaper reports provide the teacher with relevant material from

ED 329 673 CE 057 056

Walker, Sylvia, Ed.; Asbury, Charles A., Ed.
Partnerships and Linkages for Success. Enhancing the Employment Potential of Persons with Disabilities. Report of the Los Angeles Regional Conference (September 25-27, 1989).
American Association for the Advancement of Science, Washington, D.C.; California Governor's Office, Sacramento.; Howard Univ., Washington, D.C.; National Aeronautics and Space Administration, Washington, D.C.; President's Committee on Employment of People with Disabilities, Washington, DC.
PUB DATE - 90
NOTE - 76p.; Photographs will not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Attitude Change; Community Resources; Cooperation; *Disabilities; Employer Attitudes; *Employment Potential; Employment Practices; Equal Opportunities (Jobs); High School Equivalency Programs; High Schools; Immigrants; Job Training; *Minority Groups; Recruitment; *School Business Relationship; Vocational Education; Youth; *Youth Problems
IDENTIFIERS - Reasonable Accommodation

This report provides highlights from a conference that focused on strategies for assisting minority youth with disabilities to face labor market challenges. An introduction lists conference objectives. Section I contains a profile of the high school students with disabilities who participated in the workshops. The profile includes demographic data, course preparations, and career interests. Data are analyzed for two student groups: students with disabilities who are pursuing a mathematics-science background and students who are pursuing a general studies background. Section II contains a summary of the highlights of the workshops. The following presentations are highlighted: "Effective Preparation and Recruitment of Minority Individuals with Disabilities: How Private Industry Can Meet the Special Employment Challenges of the 21st Century" (Paredes); "Special Issues for New Immigrants: A Closer Look at Language, Culture and Values" (Pi); "Building Coalitions for Social Change: How Government, Service Providers, Advocates and Private Industry Can Cooperate for Success" (Baird); "Critical Social and Family Issues: Creative Solutions for Family Needs, Gang Problems, and Substance Abuse" (Suro); "Changing Stereotypes and Myths about Disability and Ethnicity: Breaking Down Attitudinal Barriers to Employment" (Waxman); "Preparing Professionals to Work in Minority Communities" (Brodwin); "Attitudes and Image: How the Media Affects the Life and Employment of People with Disabilities" (Ludwig); "Community Resources to Support Employment Goals: The Importance of Integrated Community Support Services for People with Disabilities" (Wilson); "Update on Reasonable Accommodation: Helpful Assistance for Employers" (Steiner); and "Creative Partnerships for Effective Employment: Model National Employment and Training Programs" (Walker, Grant). Section III provides a summary of the overall conference evaluations. Section IV lists recommendations that are divided into these major categories: National Aeronautics and Space Administration involvement, community services and networking, dissemination and media involvement, and employment strategies. Section V contains photographic highlights of the conference. An appendix provides the Los Angeles Multicultural Disability Task Force Directory. (YLB)

ED 329 674 CE 057 061

The goal of the Job Training Partnership Act (JTPA) is long-term employability. To obtain feedback on the effectiveness of JTPA programs in promoting retention in the labor force, the U.S. Department of Labor (DOL) requires states and service delivery areas (SDAs) to collect information on the postprogram outcomes of JTPA participants. This technical assistance guide helps states collect data. This guide helps all those involved in the JTPA follow-up process to obtain accurate, valid data that meet the federal reporting requirements, provide an equitable basis for incentive awards, and yield useful information for program management decisions at all levels. In addition, it presents a detailed description of follow-up and validation strategies gathered in a recent study conducted for the DOL. This study surveyed follow-up staff in 50 states and the District of Columbia and Puerto Rico, plus 151 SDAs were surveyed to determine how follow-ups are conducted, how accuracy of data is ensured, and what strategies are used for follow-up data collection. The guide is intended to help users adapt existing procedures or adopt new strategies to improve information obtained. Eight references, 8 appendices, and 21 exhibits are included in this report. The appendices include: (1) JTPA Annual Status Report and Instructions; (2) Worker Adjustment Annual Program Report and Instructions; (3) Example of State Follow-up Questionnaire; (4) Sample Request for Proposal for Follow-up Contractor; (5) How to Select a Random Sample; (6) Selected Survey Research References; (7) Procedures to Adjust for Nonresponse Bias; and (8) Follow-up Software. (NLA)

ED 329 692 CE 057 094

Youth in Transition: From Incarceration to Reintegration. A National Survey of State Juvenile Correctional Services.
Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
SPONS. AGENCY - Kentucky State Dept. for Social Services, Frankfort.
PUB DATE - 88
NOTE - 86p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Caseworkers; Community Programs; *Correctional Institutions; Delinquency; Enrollment; Job Training; Learning Disabilities; National Surveys; *State Programs; *Transitional Programs; *Youth Programs

A national phone survey was conducted by the Eastern Kentucky University Training Resource Center to determine how states were addressing the problems associated with the transition of youth from correctional facilities to their home communities. The survey, which was conducted during March-May 1987, asked chief state juvenile correctional officials to respond to 26 questions. The questions focused on the organization of juvenile correctional services, policies and procedures related to transition, and the identification of the best transitional programs in each state. This report presents a summary of selected data from the information gathered regarding the organization of juvenile correctional services and existing policies and procedures related to transition. Profiles of all of the states and the District of Columbia systems follow the summary of selected data. Four tables and four references are included. (NLA)

ED 329 693 CE 057 095

Gonder, Peggy Odell
Silent Crisis. Adult Illiteracy in Colorado. The Final Report of the Colorado Adult Literacy Commission.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Intermediate Grades; *Mass Media; Mass Media Role; Parent Materials; Parent Participation; Parent School Relationship; *Publicity; *Public Relations; Public Support; Science and Society; Secondary Education; *Technology
IDENTIFIERS - New York; *Technology Education

This handbook is intended to assist technology education teachers and administrators in promoting and publicizing the program content of the new technology curriculum and the benefits it offers junior and senior high school students in New York State. Suggestions are made regarding preliminary issues to address to comply with local school district guidelines. A technology education fact sheet follows. A list of phrases that reinforce the positive image of technology education is provided for use in written and oral descriptions of technology education. Slogans are suggested for use on posters, bumper stickers, brochures, book covers, buttons, and other promotional pieces or in press releases and other media materials. Other contents include a sample letter to parents of students not enrolled; sample letter to parents of enrolled students; sample letter to a parent teacher organization president; suggested outline for a presentation to a parent group; sample letter to local business or Chamber of Commerce; sample letter to a community organization; outline for developing a technology education action committee; sample letter to education editors and business editors; sample letter to editor for editorial use; and sample press release. Suggestions are made for ongoing press release opportunities, how to access the media, and tips for an interview. (YLB)

ED 329 711 CE 057 160

Technology Education. Introduction to Technology. Grades 7 & 8.
New York State Education Dept., Albany. Div. of Occupational Education Programs.
PUB DATE - Sep 87
NOTE - 313p.; For related documents, see CE 057 157-161.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Behavioral Objectives; Classroom Techniques; Course Descriptions; Energy Education; Environmental Education; Grade 7; Grade 8; Junior High Schools; Learning Modules; Natural Resources; *Problem Solving; *Science and Society; State Curriculum Guides; Teaching Methods; *Technological Literacy; *Technology
IDENTIFIERS - New York; *Technology Education

This syllabus contains 10 modules that satisfy the one-unit requirement for technology education to be completed by the end of Grade 8 in New York. An introduction provides information on its use. Suggested content outlines of the modules follow. Module components include suggested teaching time; overview; enabling vocabulary; major concepts; performance objectives/supporting competencies; suggested instructional strategies; and suggestions for modifying instructional techniques or materials for handicapped students. Module titles are as follows: Getting to Know Technology; What Resources Are Needed for Technology; How People Use Technology to Solve Problems; Systems and Subsystems in Technology; How Technology Affects People and the Environment; Choosing Appropriate Resources for Technological Systems; How Resources Are Processed by Technological Systems; Controlling Technological Systems; Technology and Society: Now and in the Future; and Using Systems to Solve Problems. A glossary of terms is provided. Twenty-five model technology learning activities (TLAs) are included. Components are completion time; major

European Centre for the Development of Vocational Training, Berlin (West Germany).
PUB DATE - 90
NOTE - 65p.; Photographs will not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Developed Nations; Educational Trends; *Education Work Relationship; Employment Patterns; Foreign Countries; Futures (of Society); *Job Training; Nonformal Education; *Policy Formation; Postsecondary Education; Secondary Education; *Vocational Education; *Work Attitudes; *Young Adults; Youth Employment
IDENTIFIERS - *European Community

This document describes major changes that have occurred in the integration of young people into working life in Europe and suggests policy implications in this area. The following articles are included: "Interview" (H. C. Jones); "A European Cultural Policy to Prevail over a Rapidly Changing and Uncertain Environment" (Sergio Bruno); "The Single Market: A Common Policy on Education and Training" (Fernanda Reis); "European Cooperation on Policy Research in Vocational Training: The (European Community's) Petra Programme" (Kees Meijer); "Demographic Change and Employers' Response in Britain" (Norman Davis); "Formal Education, Informal Education and Training Activities in the Integration of Young People into Working Life" (Jordi Planas); and "The Construction of Youth Employment Markets by the Training Policies of the Federal Republic of Germany and France" (Sabine Erbes-Sequin). A list of sources for further information (organizations and publications) on the topics discussed in this issue completes the journal. (KC)

ED 329 731 CE 057 209

Padak, Nancy; Cook, Dale
Family Literacy Programs Training Manual.
Ohio State Dept. of Education, Columbus. Div. of Adult Basic Education.
PUB DATE - 90
NOTE - 68p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Basic Skills; Children; Educational Environment; *Intergenerational Programs; Language Experience Approach; *Learning Modules; *Literacy Education; Parents as Teachers; Preschool Education; Reading Comprehension; *Reading Readiness; Reading Skills; Visual Literacy; Writing Improvement
IDENTIFIERS - *Family Literacy

This booklet contains nine 1-hour training sessions related to the components of family literacy programs. Each session may stand alone or be used in combination with any other. This provides trainers with the flexibility to base workshops on participants' needs and interests. Titles for the sessions include: (1) the process of literacy learning; (2) emerging literacy; (3) environments for literacy learning; (4) children's literature; (5) promoting reading fluency; (6) environmental print; (7) promoting writing growth; (8) language experience activities; and (9) reading reasoning activities. The following detailed plans are included in this manual: (1) goals for the session; (2) plans for implementation; (3) handouts and activities for participants; and (4) sources for further learning. All sessions feature active involvement and time for participants to share their ideas with

Programs; *Unemployment Insurance; *Wages
IDENTIFIERS - *Job Training Partnership Act 1982

A project studied use of state unemployment insurance (UI) wage-record data for Program Year 1986 to assess the effectiveness of Job Training Partnership Act (JTPA) programs. Eleven of 27 interested states were selected by ability to meet data requirements. These issues associated with the use of UI data as an assessment tool were explored: coverage, accuracy, timeliness, and confidentiality. Among the principal advantages of wage record data for program analyses identified were flexibility, capacity to provide longitudinal data, usefulness as a resource for net impact studies, and cost-effectiveness. A database containing longitudinal UI wage-record data and JTPA program data was developed. A comparison of wage-record data with post-program survey data found that on each of three criteria for judging data quality (lack of bias, precision, and consistency), wage record data were superior. An examination of pre- and post-program employment and earnings of JTPA participants indicated increased post-program earnings but declining post-program employment and a delay in increased employment for participants in remedial and basic education. Roles for wage record data were suggested in the context of the JTPA performance standard system: identification of groups of participants with limited employment experience and development of post-program performance measures. (Twenty-three references and 32 tables/figures are included. Appendixes contain data tables and lists of data file elements.) (YLB)

ED 329 750 CE 057 306

Migler, Jerry; And Others
Institutional Factors Underlying Excellence in Vocational Education.

SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 18p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (Cincinnati, OH, December 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Community Colleges; *Demonstration Programs; Educational Environment; *Educational Quality; Effective Schools Research; *Excellence in Education; High Schools; Institutional Characteristics; Institutional Research; Postsecondary Education; *Program Attitudes; Program Effectiveness; *School Effectiveness; Secondary Education; *Vocational Education

A study was conducted to provide a better understanding of the nature and the operation of the institutions in which exemplary vocational education programs exist. The study employed an interpretive ethnographic design that sought meaning and understanding from within the context of the setting. Twenty-five institutions offering exemplary vocational education programs were identified using an expert panel; they included comprehensive high schools, secondary vocational centers, technical institutes, and community colleges. Fifteen of them were visited for systematic observation and interviews. The study found that a number of general themes were consistent across all the institutions studied. These included the following: (1) a conspicuous focus on quality; (2) participatory leadership; (3) active student organizations; (4) teachers actively involved in curriculum development; (5) high expectations of faculty and students; and (6) adequate funding. (KC)

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Career Development; *Career Planning; Cultural Awareness; *Foreign Students; Higher Education; *International Educational Exchange; Outcomes of Education; Program Effectiveness; *Program Evaluation; *Student Exchange Programs

The effects of foreign exchange programs on career development and planning of the students involved should be considered. For foreign exchange students to develop the cognitive skills needed in effective transfer of vocational knowledge and skills, students need to engage in cross-cultural career exploration, make career decisions about the relevance of their foreign exchange experiences, and then integrate these experiences as they shape occupational roles in their home countries. Cross-cultural differences involve foreign students' exposure to career information that is to some degree different from their expectations and their previous experiences. Students' perceptions of these differences depend to some degree on their social interests and interpersonal skills. Students who are less outgoing may have more trouble engaging in cross-cultural experiences and integrating such experiences into their occupational plans when they return to their home countries. A model for the evaluation of foreign exchange student programs should be developed; the model should include changes in relevant career behaviors of students that occur during the time of their foreign training and education. (38 references) (KC)

ED 329 769 CE 057 348

Roskos, Kathy
A Naturalistic Study of the Ecological Differences between Whole Language and Traditional Individualized Literacy Instruction in ABE Settings.
John Carroll Univ., Cleveland, Ohio.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Jul 90
NOTE - 89p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Classroom Environment; *Diagnostic Teaching; Directed Reading Activity; *Individualized Reading; *Literacy Education; Program Effectiveness; Program Evaluation; *Reading Instruction; Reading Strategies; Teaching Methods; *Whole Language Approach

A study examined differences between a prescriptive individualized approach to literacy instruction in adult basic education (ABE) settings. Six ABE classrooms participated in the study with four continuing traditional literacy instruction and two providing whole language-oriented literacy instruction. Average attendance per session was 12 adults. The classroom served as the unit of analysis, with a total of 60 hours of observation conducted by a trained observer over the 6-month implementation phase of the year-long project. The findings revealed substantive differences between the two modes of instruction along various dimensions of educational climate. Interpreted broadly, the findings suggest that whole language-oriented instruction is more andragogical in nature, more supportive of higher-order thinking with print, and a more compelling form of literacy acquisition for adult learners. Implications for ABE policies and practices were identified. (60 references and 13 tables/figures) (KC)

IDENTIFIERS - *Bank Tellers

This instructor's edition for a new accounts representative unit is intended to help teachers of 11th- and 12th-grade students and adults prepare them for pursuing a career in a financial institution. The unit follows a standard format that includes some or all of these nine basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, activity sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. The unit covers procedures for opening an account and a broad range of services and procedures of a financial institution. Materials are keyed to a list of eight basic skills: reading, writing, mathematics, science, oral communication, interpersonal, creative thinking and problem solving, and employability. (KC)

ED 329 788 CE 057 393

Safe Deposit Representative. Teacher Edition. Financial Services Series.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE - 91
NOTE - 83p.; Printed on pastel colored paper which may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Banking; Business Education; Classroom Techniques; Course Content; *Entry Workers; *Finance Occupations; *Financial Services; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Units of Study
IDENTIFIERS - Bank Tellers; *Safe Deposit Boxes

This instructor's edition for a safe deposit representative unit is intended to help teachers of 11th- and 12th-grade students and adults prepare them for pursuing a career in a financial institution. The unit follows a standard format that includes some or all of these nine basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, activity sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. The unit covers reasons for having a safe deposit box, requirements for the management of a safe deposit box system, the process of renting a safe deposit box, customer contracts for safe deposit boxes, and recordkeeping. (KC)

ED 329 789 CE 057 394

Basic Manicurist. Teacher Edition. Cosmetology Series.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE - 91
NOTE - 209p.; Printed on pastel colored paper which may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from

ED 329 806 CE 057 822

Imel, Susan
School-to-Work Transition: Its Role in Achieving Universal Literacy. ERIC Digest No. 106.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Corporate Support; Educational Improvement; *Education Work Relationship; Illiteracy; *Literacy Education; Program Effectiveness; *School Business Relationship; School Support; Secondary Education; Vocational Education
IDENTIFIERS - ERIC Digests; *Partnerships in Education

Although the goal of universal literacy in the United States refers specifically to the literacy of adults, significant progress toward the goal is dependent to a great extent upon educational experiences prior to adulthood. Encouraging business involvement in strengthening the connection between school and work acknowledges the interrelationship of a literate adult population and its prior educational experiences. School-to-work transitions of noncollege-bound youth are needed to overcome the disconnection between education and work. During the past decade, business involvement with schools has increased. As a result, progress has been made toward achieving the objective of business involvement in strengthening the connection between education and work. In some communities, business leaders are entering into a new form of collaboration, known as work-education partnerships. Although work-education partnerships vary by their nature, effective partnerships share a number of common elements. Successful partnerships use brokers to develop links among all players, involve the right players, ensure commitment by developing a sense of ownership among the various organizations, develop a formal plan, establish an organization to manage the operation, and cultivate and maintain the partnership. (8 references) (YLB)

ED 329 807 CE 057 823

Imel, Susan
ERIC and the Adult Education Act: 25 Years of Collaboration. ERIC Digest No. 107.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Adult Education; *Adult Programs; *Clearinghouses; Databases; Educational Development; Educational Legislation; Educationally Disadvantaged; Educational Research; Federal Aid; *Federal Legislation; *Information Dissemination; Information Sources; Material Development

pastoral care. Detailed information from 30 interviews were submitted to content analysis, cross-validated by artificial intelligence analysis, using the personal computer software PROLOG. Results indicated that the personal needs of staff for grief resolution go largely unrecognized by management and/or staff themselves, or go unmet. Negative consequences do follow for staff and resident caring relationships. The results emphasized that informal supports had great impact, suggesting that they should be recognized and sustained within effective administrative practice. In particular the artificial analysis presents a pattern which suggests the value of informal support for grief resolution, mitigating even the impact of staff experience with resident death. (ABL)

ED 329 826 CG 023 195

Shenk, Dena
Someone To Lend a Helping Hand: Older Rural Women as Recipients and Providers of Care.

PUB DATE - 19 Nov 90
NOTE - 31p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Aging (Individuals); *Caregivers; *Females; *Older Adults; *Rural Population; *Social Support Groups

A major focus in the literature on rural aging has been the dearth of formal services available in rural areas and the unique features of service delivery in rural communities. It has not generally been recognized that rural older adults are not passive recipients of services and care but rather, active manipulators of social support systems through which they meet their perceived needs and the needs of others in their network. This multi-phase study examined care giving and care receiving by 30 older women. The data collected included life histories, in-depth structured interview and observational data, and network analysis profiles. The results indicated that the participants were both receivers and providers of care. Most of the informants' relationships with family and friends were multiplex. That is, they reported multiple linkages of assistance and care provided to and by individual members of their support networks. These data suggest that most of the informants are firmly entrenched in a strong system of social support. Multiplex relationships are individual relationships in ego's social support system which have more than two reported linkages or connections. The rural older women were clearly involved in social support systems within which they both gave and received support and assistance. (ABL)

ED 329 827 CG 023 196

Freeman, John G.; And Others
Pathways to Employment: Solving Problems on the Job.

PUB DATE - Jan 91
NOTE - 18p.; Paper presented at the Annual National Consultation on Vocational Counselling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143), Speeches, Conference

Centers (CECs). Two instruments were designed for this evaluation: a questionnaire for clients who had just used CHOICES, and one for counselors who work with clients who use CHOICES. The client questionnaire assessed users' self-perceptions about whether CHOICES increased their knowledge. Other measures included estimates of the number of lists produced, and client attitudes towards ancillary materials, preparation, and future plans. The counselor questionnaire was designed to assess the knowledge, attitudes, and experience of counselors currently using the system. All of the comments received in the evaluation supported CHOICES, and were directed toward improving the content and delivery of the program. However, CHOICES is now nearly 15 years old, and significant advances both in computer programming and in hardware have occurred since CHOICES was designed. The introduction of the new National Occupational Classification presents an opportunity for the redesign of CHOICES to meet the concerns of users and counselors alike. (LLL)

ED 329 847 CG 023 217

Hamilton, Beatrice
A Model for Managing Anger and Conflict.

PUB DATE - 91
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Anger; *Conflict; *Conflict Resolution; Coping; Interpersonal Communication; Problem Solving

Anger is probably the most misunderstood and least expressed feeling. To understand anger, it is necessary to explore the process. Anger usually follows an experience of frustration, unmet expectations, loss of self-respect, and fear. The next stage seems to be anxiety, which may be interpreted as a disappointment, discomfort, or powerlessness. This anxiety is then immediately changed, usually without recognition, into feelings or actions of power and fight. Finally, relief is felt only after release of the negative energy in the body. The constructive way to deal with anger is to confront the situation. Guidelines for fighting fair include the following: (1) establishing the legitimacy of fighting; (2) dealing with one issue at a time; (3) choosing the arena carefully; (4) avoiding reaction to unintentional remarks; (5) avoiding resolutions that come too soon or too easily; (6) avoiding name calling; (7) avoiding cornering an opponent; (8) agreeing to disagree; (9) focusing on what is wanted rather than why it is wanted; and (10) maintaining a sense of humor. If fair or creative fighting is attempted, then three positive outcomes may result: an effective resolution may be found; everyone involved may maintain a clear sense of personal dignity throughout the conflict; or the relationship may be in no way damaged and may even be enhanced. (LLL)

ED 329 848 CG 023 218

Ham, MaryAnna Domokos-Cheng
Empathic Role Taking: A Tool for Teaching Family Therapy Interventions.

PUB DATE - Aug 90
NOTE - 17p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English

ED 329 867 CG 023 238

Schippers, Jan; Schorerstichting, J. A.
Gay Affirmative Counseling and Psychotherapy in the Netherlands.

PUB DATE - 12 Aug 90
NOTE - 30p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Counseling Techniques; Foreign Countries; *Homosexuality; *Lesbianism; *Psychotherapy; Self Concept; *Self Esteem; Sexuality
IDENTIFIERS - *Netherlands

During the last 20 years, the Netherlands has established a name for itself throughout the gay communities in the world as a tolerant country for homosexuality. This document addresses some theoretical issues that play a major role in gay affirmative counseling and psychotherapy in the Netherlands and discusses some examples of the work in the field of methodology-development. Following a brief introduction, section 2 addresses issues surrounding social constructionism, the acceptance and appreciation process, relationships, lesbian and gay male sexuality and the diverging ways of theorizing between men and women. Section 3 looks at the development of methodology, issues of acceptance and appreciation, process for relationship training for lesbian couples, and training in social skills for gay men. Section 4 discusses the education and training of counselors and psychotherapists. The document suggests that Dutch gay affirmative counseling and psychotherapy is heavily influenced by thinking and theorizing in other academic areas such as sociology, history, and cultural anthropology and is open to international influences. It is concluded that the following issues need further consideration: violence within gay and lesbian relationships, the position of gays and lesbians within the army; gay parenthood; and gays who are handicapped. It is noted that in view of the limited resources and possibilities of gay psychology, an expansion of international contacts and cooperation appears to be vital. (BHK)

ED 329 868 CG 023 239

Armil, Janet L.
Pre-Referral Consultation: Sucessful Intervention for At-Risk Youth.

PUB DATE - Apr 90
NOTE - 24p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (22nd, San Francisco, CA, April 17-22, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - General (050), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Counselors; *Guidance Programs; *High Risk Students; High Schools; Individualized Instruction

Pre-Referral Consultation (PRC) is a category of student referral separate from the conventional special education referral, through which any person can refer for help--any student who may be in crisis, falling through the cracks, or otherwise at risk. It exemplifies the integration of special education personnel into

Integrating a Stress Management and Prevention Component in Teacher Preparation.

PUB DATE - 88
NOTE - 24p.; Tables 2 and 3 may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Coping; Elementary Secondary Education; Higher Education; Prevention; Program Development; *Stress Management; *Teacher Education

This study reports the efforts made at a midwestern university toward integrating a stress management and prevention element into the teacher preparation program. The program was planned to consist of 4 sessions, which varied in length from 60 to 90 minutes each over a 4-week period. Twenty-eight students volunteered for the training program, and were randomly assigned to experimental and control groups. The stress management and prevention program was found to have a number of positively related elements: (1) it was relatively brief and not perceived by the participants as being intrusive or overburdening on their already full schedules, and yet was able to present a variety of usable alternative coping skills; (2) the program employed one faculty member and four doctoral students as trainers, keeping faculty time to a minimum and affording the four doctoral students a supervised practicum experience in a highly relevant area; (3) the inter-divisional nature of the undertaking seemed to foster mutual cooperation which may lead to better resource integration in the future; (4) the relatively high frequency of the reported use of the coping skills suggests that a considerable transfer of learning occurred with the participants; and; (5) the program was perceived as having both sufficient depth and smoothness to be evaluated positively by the participants. (LLL)

ED 329 889 CG 023 261

Creating a Human Investment System in Texas: No Wrong Door. Human Investment System Series, Vol. I, No. II.
Texas State Dept. of Commerce, Austin, TX. State Job Training Coordinating Council.
PUB DATE - 90
NOTE - 28p.; For the previous report, see CG 023 262.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *Economic Development; Hotlines (Public); Job Training; *Labor Force Development; Linking Agents; Program Development; *Referral; *Systems Development
IDENTIFIERS - *Texas

This series of reports explores a statewide solution to the work force problems in Texas. The previous report, A Call to Action, described the current status of the Texas work force and introduced the concept of the Human Investment System as a means to improve that status by making human investment and people-serving programs and services in Texas more effective. This report is organized around two areas. The first area concerns ho[illegible] the current human service system operates for an individual tryi[illegible] to navigate through an array of programs and services in search [illegible] information and assistance. The next area approaches the problem of service delivery through a discussion of five management strategies or tools which would streamline and unify programs and services. The purpose of this report is to discuss and suggest how to make the needed improvements in the way human service programs are delivered in the state of Texas. Recommendations are based on

A Study of Teachers' Viewpoints on Whole Language.

PUB DATE - 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Educational Philosophy; Educational Research; Elementary Secondary Education; Graduate Students; Higher Education; *Preservice Teacher Education; Reading Instruction; Self Evaluation (Individuals); *Teacher Attitudes; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS - Teacher Surveys

A study examined preservice teachers' self-ratings of interest/investment in the different contexts of an integrated whole language approach, both theoretically and pragmatically. Subjects, 60 graduate students enrolled in reading courses in a small eastern university, completed a self-rating chart dealing with the theory and classroom implications of whole language. The chart was completed before any whole language topics were presented in the courses. Results indicated that: (1) teachers subscribe either moderately or whole heartedly to the underlying theoretical base of an integrated whole language approach and to many of the classroom practices which this implies; but (2) many of these same teachers expressed major concerns about the teaching of whole language. Findings suggest that school districts, universities, professional organizations, and publishers need to offer more and better specifics of quality instruction within the whole language framework. (Two tables of data and the chart are included; 18 references are attached.) (RS)

ED 329 908 CS 010 459

Bravi, Gerry; And Others
An Addendum to: Reading/Writing Immersion: A Decision Making Literacy Development Project. Fourth Teacher Survey and Summary, Year 1.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY - Manitoba Dept. of Education and Training, Winnipeg.; Manitoba Univ., Winnipeg.; Saint James-Assiniboia School Div. Number 2, Winnipeg (Manitoba).; Winnipeg School Div. Number 1, Manitoba (Canada).
PUB DATE - 21 Nov 90
NOTE - 62p.; For original project, see ED 327 845.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Basic Skills; Early Intervention; Foreign Countries; *Formative Evaluation; Grade 1; *High Risk Students; Primary Education; Program Effectiveness; *Program Evaluation; *Reading Writing Relationship
IDENTIFIERS - Emergent Literacy; Manitoba; Teacher Surveys

This addendum to the Reading/Writing Immersion Literacy Development Project presents the results of the fourth teacher survey (which had not been administered at the time of the publication of the project's final report for year 1). The fourth survey dealt with report writing. The 2-year literacy development project was designed to assist grade 1 teachers at four Manitoba (Canada) schools in becoming more effective in working with "at-risk" students to meet reading and writing performance expectancies. In order not to repeat information contained in the previous project document, data summaries and recommendations in the report deal only with items common to all four surveys. Results indicated that: (1) meetings were fairly well organized; (2) participants

Perfetti, Charles A.
Subject Matter Text Learning: Reading, Knowledge, and Texts.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 51p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Content Area Reading; Higher Education; Intermediate Grades; *Reading Comprehension; *Reading Research; *Text Structure
IDENTIFIERS - Knowledge Acquisition; Text Factors

This paper analyzes the relative contributions of general reading comprehension and domain knowledge to subject matter text learning. The paper points out the limits of each factor in explaining text learning and summarizes some recent studies that support the complementary role played by each factor. A two-factor account of text learning (general ability and specific knowledge) is shown to be better but still inadequate without careful attention to the role of text structure, which includes both domain and strictly linguistic components. The paper concludes that these text components play pivotal but complex roles in text learning. (Twelve footnotes are included; 36 references are attached.) (Author/RS)

ED 329 928 CS 010 480

Stories and More: Nevada History for New Readers. Volume 1--Reading Level 6 to 8.
Nevada Literacy Coalition.; Nevada State Library, Carson City.
SPONS. AGENCY - Gannett Foundation, Arlington, VA.; Nevada Humanities Committee.
PUB DATE - 89
NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Historical Materials (060)
DESCRIPTORS - Adult Basic Education; Adult Education; Adult Literacy; *Adult Reading Programs; Cultural Context; Folk Culture; Personal Narratives; Reading Instruction; *Reading Materials; *State History
IDENTIFIERS - Folktales; Historical Background; *Nevada

In Nevada a book was developed to bring history to life for adult students who are beginning to discover the joy of reading and to let new readers and tutors tell their own stories about reading. The first part of the book includes 17 original stories written by Phillip Earl, a popular author and newspaper columnist in Nevada. Articles were selected for high interest value and adaptability for adults able to read at a sixth-grade level or above. The second part of the book includes three personal stories about reading submitted by new readers and their tutors. (MG)

ED 329 929 CS 010 481

Stories and More: Nevada History for New Readers. Volume 2--Reading Level 9-13.
Nevada Literacy Coalition.; Nevada State Library, Carson City.
SPONS. AGENCY - Gannett Foundation, Arlington, VA.; Nevada Humanities Committee.
PUB DATE - 89
NOTE - 47p.
LANGUAGE - English

A practicum was implemented over an 8-month period to improve the literacy development of sixth-grade poor readers in a regular classroom. The primary goals were to empower sixth-grade classroom teachers in supporting literacy development, to strengthen the communication bond between parents and teachers, and to increase parental involvement in the educational process. The staff development and parent involvement sessions were organized based on the needs of the classroom teachers and parents and offered 35 hours of professional in-service and 3 hours of parent in-service. The theme of the sessions was "New Approaches and Strategies in Teaching Reading to Poor Readers in the Regular Classroom." Results indicated that parents would be able to support the literacy development of children in school and at home if they were provided with inservice based on a needs assessment. Teachers and parents also strengthened their ability to work together as partners in support of children's learning. (Fifteen tables of data are included and 41 references are attached. Appendixes include 10 surveys, and components of the parent and staff development sessions.) (MG)

ED 329 947 CS 010 504

Paporello, Ann Gale
SQ3R: A Must for Teaching Science Concepts to Sixth Graders?

PUB DATE - May 91
NOTE - 28p.; M.A. Thesis, Kean College.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - *Content Area Reading; Elementary School Science; Grade 6; Instructional Effectiveness; Intermediate Grades; *Learning Strategies; *Science Instruction; *Study Skills; Teaching Methods
IDENTIFIERS - *SQ3R Study Formula

This study investigated the effectiveness of the SQ3R study skill technique in the science education of sixth grade students. Subjects, 30 students in a control group and 19 students in the experimental group comprising two separate classrooms in a culturally mixed urban elementary school, used the science text "Gateways to Science" and completed publisher-made tests for three of the chapters. Subjects in the experimental group received instruction in the SQ3R technique in conjunction with the science unit while the control group received no training in study skills. Results of the three chapter tests indicated that subjects in the experimental group received significantly higher grades on the tests than subjects in the control group. (Two tables of data are included; 26 references and two tables of data are attached.) (RS)

ED 329 948 CS 010 505

Henry, Leslie
The Influence of Teachers' Choice of Literature Read Aloud on Students' Free Reading Choices.

PUB DATE - Apr 91
NOTE - 35p.; M.A. Thesis, Kean College.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - Books; Childrens Literature; *Elementary School Students; Grade 3; Literary Genres; Primary Education; *Reading Aloud to Others; *Reading Material Selection; *Story Reading; *Teacher Student Relationship

editor, duties of the copy editor, leads, headline writing, photographs and cutlines, wire service news, libel, type, layout, and supplemental material of broadcast editing and magazine editing. The goals for the students were to write cutlines and headlines and to assist with page makeup. Many journalistic points of view were imparted as students learned and practiced a myriad of editing skills as they interacted with an academic journalist, an editor of a metropolitan newspaper, and staff personnel of the student newspaper. Participants' reactions to the course were evaluated by means of an attitude test in the form of a five-point Likert scale. Questionnaires were given to the students to rate their opinions about the lecture and laboratory portions of the course. Most comments referred to the need for more laboratory time to practice editing skills. (The News Editing Lecture Attitude Test, the News Editing Laboratory Attitude Test and seven suggestions for co-teaching with a college professor and working professional are attached.) (MG)

ED 329 970 CS 212 720

Carroll, Joyce Armstrong, Ed.
Fusing Form with Content: A Collection of Exemplary Lessons.

PUB DATE - 90
NOTE - 107p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Books (010), Collected Works - General (020)
DESCRIPTORS - Elementary Secondary Education; *Instructional Effectiveness; Language Arts; Learning Activities; Reading Writing Relationship; *Teacher Developed Materials; Teaching Methods; *Teaching Models; *Units of Study; *Writing Instruction
IDENTIFIERS - English Teachers

Designed to provide examples of the art form that in teaching has been tagged "the lesson cycle," this monograph contains a collection of 50 exemplary lessons that elementary and secondary English teachers have designed and that demonstrate the fusion of form and content that characterize the art of their teaching. The monograph is divided into sections on elementary lessons, middle school lessons, secondary lessons, and mixed level lessons. (KEH)

ED 329 971 CS 212 721

Etchison, Craig
Creating Critical Thinkers, Not Parrots: One Teacher's Hope.

PUB DATE - 91
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Cognitive Development; *Critical Thinking; *Educational Philosophy; Higher Education; Instructional Effectiveness; Literature Appreciation; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship; Teaching Methods; *Teaching Styles
IDENTIFIERS - *Invitational Education

Four components have made particular teachers what they are. First, they have found that students respond best when given positive encouragement. Recent research suggests that an invitational

(150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Class Activities; Classroom Techniques; Critical Reading; Higher Education; *Instructional Innovation; Literary Criticism; *Literature Appreciation; *Poetry; *Reader Response; *Reader Text Relationship; Reading Comprehension; Teaching Methods; *Twentieth Century Literature
IDENTIFIERS - Literary Response

Many students think of poetry as a meaning to be figured out, a puzzle to be solved--as if poets were forever doomed to write only what they never quite mean and to mean what they never actually write. The struggle to discover meaning becomes acute with that distinctly modern poetry created by T. S. Eliot, Ezra Pound, Wallace Stevens, and their contemporaries and heirs. The misconception is that what a person gets from art is meaning and that having gotten it he or she has experienced a work of art. The opposite is true. The more diligently meaning is pursued to the exclusion of all else, the less the work of art is experienced, because the pursuit of meaning alone misses the obvious: all art is physical. The way to "get" art is to take its body and vicariously live the total sensory experience it presents. Eliot's "The Waste Land," Stevens' "Thirteen Ways of Looking at A Blackbird," and Williams' "The Red Wheelbarrow" illustrate the difficulty of teaching the "meaning" of the poem, though each of these demonstrates how physical poetry is. Three possible body-centered activities to motivate students to explore a poem until they begin to imaginatively experience it are: (1) to draw a picture of the poem; (2) to make a video of the poem; and (3) to perform the poem as a play. (TD)

ED 329 993 CS 212 746

Hansen, Tom
The Mythological Substrata of Some Post-Midcentury Poems.

PUB DATE - Jun 91
NOTE - 26p.; Paper presented at the International Conference on Myth and Fantasy (Atlanta, GA, October 25-27, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Content Analysis; *Literary Criticism; Literary Devices; *Literary Styles; *Metaphors; *Mythology; *Poetry; Poets; Symbols (Literary); *Twentieth Century Literature
IDENTIFIERS - Contemporary Literature

In 1958 in their journal, "The Fifties," Robert Bly and William Duffy introduced North American readers and students to a number of European and South American poets who had developed an imagination variously described as "ecstatic," "surreal," "fantastic," "mythic," etc. That same year the American poet Donald Hall began to write poetry in a new way, with both eyes closed, guided by hunch and impulse. The first result was his poem "The Long River." The poem's compelling, almost dreamlike quality seems to be rooted in the prehistoric past, the unconscious underworld thought of today as dead and gone. May Swenson's "God" is also about the search for something big. The two poems, laid side by side, reveal the two great mythological substrata, identified by Joseph Campbell, upon which all religions are erected, the Bronze-Age mythology and the Syro-Arabian mythology. John Hollander's "The Great Bear" and Galway Kinnell's "The Bear" also illustrate these substrata. The first seems to articulate the failure of Syro-Arabian mythology to seize and transform the

Ulrich, Walter
Debate and Critical Thinking.

PUB DATE - Apr 91
NOTE - 9p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Communication Skills; *Critical Thinking; *Debate; Higher Education; Inferences; *Judges; Logical Thinking; *Persuasive Discourse; Public Speaking; Secondary Education; Student Evaluation; *Thinking Skills
IDENTIFIERS - Debate Theory; Evidence

Although academic debate is not viewed highly by many in the critical thinking movement, most of the attacks are based on a misperception of the activity, while others target faults that are not inherent to the activity. Contrary to the claim that debaters seek only to win, this desire is regulated by rules of evidence, time limits, rules governing what can be argued, and voluntary disclosure of arguments and evidence. In addition, the claim that winning is everything emphasizes the advocates in a debate instead of the judge, who forms a reasoned judgment based on the positions advocated. In regard to the claim that debaters rely on poor evidence, it should be noted that most cases in law are forced to rely on imperfect evidence, and debaters already attack the qualifications of evidence in debate. Teachers may supplement this with lectures on the relative strength of sources, and judges can reinforce this by placing more weight on sources of high quality. Finally, given the time limits in debate and the use of a neutral third party, the argument that debaters win through persistence, not merit, does not have much credibility. The use of trained judges, basing their decisions on reasoning, rebuts the argument that debate focuses on insincerity and flattery. Debate is an excellent way to train students to be critical thinkers. Rather than drawing a model of critical thinking from formal logic, the model should be drawn from freedom of speech, where truth emerges only through an adversarial system involving advocates and critics. (TD)

ED 330 015 CS 507 417

Hanson, J. Robert; And Others
Leadership: Practical Steps toward a Theory of Leadership.

PUB DATE - 91
NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Administrator Effectiveness; *Cognitive Style; *Interpersonal Communication; *Leadership; Leadership Qualities; Leadership Training; Personality Traits; Professional Training; *Theory Practice Relationship
IDENTIFIERS - Empowerment; Jung (Carl G); Myers Briggs Type Indicator

Steps toward a theory of leadership must blend needed change with appropriate strategies for implementation. Discussions of leadership must begin with the concept of empowerment, since all leaders are empowerers. The theory that drives empowerment is the theory of individual differences, here based on C. G. Jung's ideas of four main personality styles along dimensions of perception

empowered to provide leadership, policy direction, and support for a design effort. This group may consist of the educational leadership in a community in cooperation with the school board and other key community leaders. Organized around key concepts and requirements that leadership must address to initiate and sustain an effective design inquiry process, the guide is to be used in a 3-day workshop for a leadership group. The listed purposes of the workshop are as follows: (1) to develop further knowledge about the process and requirements for educational design; (2) to develop awareness and appreciation of the roles and organizational capabilities and capacities necessary for a design process; and (3) to assist the leadership to explore the various dimensions and options for shaping a design inquiry process and for establishing general parameters for the designers. (MLF)

ED 330 035 EA 022 716

Banathy, Bela H.; Jenks, C. Lynn
The Transformation of Education by Design: A Trainer's Guide for Educational Systems Designers.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Oct 90
NOTE - 19p.; For related documents, see EA 022 714-715 and ED 323 660.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Educational Change; *Educational Innovation; Educational Planning; Educational Trends; Elementary Secondary Education; Futures (of Society); *Systems Analysis; *Trainers; Workshops

This guide is the third of three documents that make up a Professional Development Package for Educational Systems Design. It is intended for use by members of a core design team and assumes that the school district and community have committed themselves to a systems design process, and that a design leadership group representing the school district and community has been formally established. Intended for use during a 5-day workshop for a core design team, the guide is organized around five basic design phases and provides participants with tools and methods. The phases include: (1) analyzing the current system in terms of its adequacy and developing a systemic description; (2) exploring design options and creating a guiding image for the design process; (3) designing the ideal system; (4) designing the necessary organization and management system; and (5) developing an implementation plan. (22 references) (MLF)

ED 330 036 EA 022 719

Administrator-Teacher Ratio Study: Executive Summary.
School Services of California, Inc., Sacramento.
PUB DATE - Nov 90
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Administrators; *Educational Legislation; Elementary Secondary Education; *Government School Relationship; Political Issues; *Politics of Education; *School Administration; *Teacher

Developing Useful Educational Indicator Systems. Insights on
  Educational Policy and Practice, Number 15.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE - Nov 89
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022),
  Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
  (For Administrative and Support Staff, and for Teachers, Parents,
  Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Accountability; *Educational Assessment; Elementary
  Secondary Education; *Evaluation Criteria; Outcomes of Education;
  School Effectiveness; Standards

Growing demands for accountability and useful measurement of educational outcomes have contributed to increasing efforts to develop or refine more valid and reliable methods of educational assessment. More states are designing high-quality indicator systems for evaluation at the school, district, and state levels. Seven recommendations derived from research and practice for developing practical indicator systems are presented in this educational policy bulletin, with a focus on defining objectives and reporting data. The challenge is to develop indicator systems that are useful to and used by educational stakeholders. (LMI)

ED 330 057 EA 022 770

Sheridan, Laura A.; Pollard, Joyce S.
Legislative Issues 1990. Insights on Educational Policy and
  Practice, Number 17.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE - 90
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Reports -
  Research/Technical (143)
DESCRIPTORS - Educational Equity (Finance); Elementary Secondary
  Education; Finance Reform; Higher Education; Political Issues;
  Public Schools; School Funds; *School Restructuring; *State
  Legislation
IDENTIFIERS - *United States (Southwest)

Educational issues of concern to southwestern state legislatures are reviewed in this educational policy bulletin. Information from a survey of legislative education committee members and legislative aides in Arkansas, Louisiana, Oklahoma, New Mexico, and Texas is used to develop profiles of each state's unique educational concerns and political climate. Findings indicate that school and finance reform are probably the most important issues confronting regional educators in 1990. Most states are faced with determining how to finance reform and developing equitable public school funding policies. (LMI)

ED 330 058 EA 022 771

Mutchler, Sue E.
Eight Barriers to Changing Traditional Behavior: Part One. Insights
  on Educational Policy and Practice, Number 18.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED),

traditional approaches to school improvement and as it affects: (1) programs and services for students; (2) roles and relationships; (3) rules and regularities; and (4) accountability. Principles and characteristics that define the experience of educators in schools undergoing restructuring are discussed as well as prerequisite conditions essential for initiating the restructuring process. New conceptualization of the leadership role is explored along with characteristics of leaders of restructuring schools and qualities essential for successful restructurers. This document then focuses on the transformation of programs for leadership development and examines three program areas that call for substantial change: the syllabus, the setting, and the process. Collaborative efforts needed in creating a comprehensive system of professional development are mentioned along with realistic limits of training. Last, recommendations are offered for revising current conceptualizations of leadership and schools and for redefining roles and responsibilities for all parties engaged in educational staff development. Appendices include names and addresses of Study Group members and select seminar participants followed by a description of Study Group activities. (CLA)

ED 330 079 EA 022 802

School Superintendents: Opinions and Status. ERS Educator Opinion Poll.
Educational Research Service, Arlington, Va.
PUB DATE - 90
NOTE - 61p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Administrator Attitudes; *Administrator Characteristics; Administrator Role; Board Administrator Relationship; Boards of Education; Educational Objectives; Elementary Secondary Education; Job Satisfaction; National Surveys; Public Schools; *School Districts; *School Statistics; *Superintendents; Tables (Data)

Responses from 1,246 school superintendents to a nationwide survey provide a comprehensive look at their opinions, status, and experiences. The superintendents were selected from a random sample of 1 in every 10 school districts in the country, with additional districts selected to ensure statistically meaningful sampling of districts at all levels of enrollment. The data are compared in terms of enrollment levels, community type, and superintendents' years of experience. Questions covered such topics as job satisfaction, superintendent/school board evaluation, and the superintendent's assessment of progress made toward goals for the district and its students. Items concerning the school districts focused on factors such as enrollment, size and quality of the teaching staff, and the basic skill level of students. Included among the questions about the superintendents, their status, and experiences were items about their professional affiliations, career plans, and positions held before appointment to the superintendency. The report discusses the survey methodology and its accuracy, presents a composite portrait of the typical superintendent, and compares large and small districts in terms of their superintendents' characteristics. Following this the 54 tables of data are presented. A technical note concerning survey confidence levels concludes the report. (MLF)

ED 330 080 EA 022 803

the program contributed to a substantial increase in the number and types of goal-setting activities, an increase in assessment activities, and a relative increase in staff participation in decision making. Personal involvement and site leadership were most important factors for success; another was realistic project goals. Interview findings present schools as organizations composed of multiple occupational communities; the new governance structure helped to blur the boundaries between different groups. Included are 22 tables and 52 figures. (2 references) (LMI)

ED 330 100 EA 022 830

Paule, Lynde
Oregon School Improvement and Professional Development Project. Final Report, Year 2.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY - Oregon State Dept. of Education, Salem.
PUB DATE - Aug 90
NOTE - 75p.; For a related document, see EA 022 829.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Collegiality; *Educational Assessment; *Educational Improvement; Elementary Secondary Education; Institutional Mission; Organizational Objectives; *Outcomes of Education; Participative Decision Making; *Professional Development; Program Effectiveness; Program Evaluation; *School Based Management; *State Programs
IDENTIFIERS - *Oregon

Second-year outcomes of the Oregon School Improvement and Professional Development Project, which included 54 new and 32 continuing program sites, are presented in this report. Interviews with 187 staff members from 24 sites generated information on program impacts on goal development, assessment activities, school-based management, and professional development. Findings indicate an increase in goal-setting activities and successes attributable to well-designed school missions. Assessment activities became more focused on accountability and elicited increased faculty involvement. The role of the principal was crucial in implementing school-based management, which resulted in improved teacher-administrator relationships and greater teacher autonomy. Faculty acquired greater influence on professional development, and those activities related to academic excellence had the greatest schoolwide impact. Four tables are included. (6 references) (LMI)

ED 330 101 EA 022 831

Verstegen, Deborah A.
School Finance at a Glance. Revised.
Education Commission of the States, Denver, Colo.
PUB DATE - Apr 90
NOTE - 125p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Bilingual Education; Compensatory Education; *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Foundation Programs; Gifted; School Size; Special Education; *Special Needs Students; *State Aid; Teacher Salaries
IDENTIFIERS - *Funding Formulas

As in previous years, this publication provides information on two dimensions of public education finance in the United

317 627.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; College Students; *Educational Assessment; Educational Attainment; Educational Finance; *Educational Resources; Ethnic Distribution; Government Publications; *Outcomes of Education; *Postsecondary Education; School Demography; *School Statistics; *Student Characteristics; Surveys; Tables (Data)
IDENTIFIERS - *Indicators

This volume contains 30 indicators that collectively describe the condition of postsecondary education from a variety of perspectives. The indicators have been derived from studies conducted by the Center for Education Statistics and from other surveys conducted both within and outside the Federal Government. Indicators have been grouped under the headings of student progression and outcomes; context; and resources. Outcome indicators describe student access and participation; persistence; educational attainment and curriculum; continuation to advanced levels; and economic outcomes. Context indicators provide measures of the changing characteristics of higher education, both in terms of its institutions and its students (race/ethnicity and age). Resource indicators focus on fiscal resources (institutional revenues, expenditures per student, and financial aid) and human resources (faculty salaries and teaching workloads). Also included are measures of two outputs of postsecondary education: degrees and research. For postsecondary education, new indicators include the following: (1) net cost of college attendance; (2) timing of entry to college; (3) baccalaureate field of study, by sex; (4) starting salaries of college graduates; and (5) time allocation and workload of full-time faculty. Among the key issues discussed in the overview are minorities and women in higher education, and access, persistence, and completion rates. (MLF)

ED 330 123 EC 300 093

Monaco, Theresa M.; Goodner, Jane
The "Extra" in Extracurricular Activities for Gifted.

PUB DATE - 90
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - After School Programs; Cultural Activities; English; *Enrichment Activities; Experiential Learning; *Extracurricular Activities; *Gifted; High Schools; Language Arts
IDENTIFIERS - Contests; Texas

Most typical high school programs are not meeting the needs of gifted and talented students. Programs for the gifted are often neither interdisciplinary nor differentiated as encouraged by Texas state guidelines. Gifted students can gain much from well-designed extracurricular activities. Grade weighting schemes in which gifted courses are weighted no heavier than honors classes may dissuade students who are competitive for class honors from taking such courses. They can be encouraged to select gifted classes by being offered class-associated extracurricular opportunities. Such activities provide hands-on learning experiences, develop social relationships, and improve student

Secondary Education; *Hearing Impairments; Inservice Teacher Education; Preschool Education; *Program Development; *Public Schools; *Screening Tests; *State Programs
IDENTIFIERS - *Virginia

The report summarizes findings and recommendations of a Virginia Department of Education Task Force concerning the establishment of comprehensive hearing screening programs in Virginia's public schools. Special emphasis was on findings of Project HEAR (Hearing Education and Resources) which found that mass hearing screenings could be conducted in an average of 2 minutes per child and at an average cost of $1.24 per screening, and that 11% of primary grade children were identified as "at risk" for possible hearing loss. Fifteen conclusions of the Task Force are listed followed by 10 recommendations including: (1) a statewide comprehensive hearing conservation program should be established; (2) a person at each local education agency should be identified as responsible for coordination of a comprehensive hearing screening program; (3) the state should provide start-up funds to all local education agencies to initiate a comprehensive screening program; (4) specific identified groups should receive puretone screening and tympanometry screening; and (5) an inservice training program should be included in the screening program. Also provided are criteria for rescreening and referral and an outline for a classroom teacher inservice program addressing hearing, hearing loss, hearing screening, and medical and educational management of hearing loss. (DB)

ED 330 142 EC 300 112

Lybarger, William A.
Sophistication through Simplification: A Management Consideration.

PUB DATE - May 90
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Administrator Role; Behavior Change; Evaluation Methods; Institutional Evaluation; Legal Responsibility; *Mental Disorders; *Mental Retardation; Needs Assessment; Placement; *Program Evaluation; Program Improvement; Quality of Life; *Residential Programs; Self Evaluation (Groups); *Standards; Therapy

This paper proposes and discusses, from a management point of view, application of specific outcome measurements to residential programs for mentally retarded persons and those experiencing long term mental health problems. These include: rate of restraint and seclusion; percentage of compliance with applicable standards; absenteeism/leave time usage rate for staff; client census; staffing allocation and ratios; minimum amount of active treatment; rate of protection from harm incidents; readmission rate and length of stay; internal professional review; and internal consumer/interested party review. Also identified are key client behavioral components such as level of development of socialization skills and the following four client related issues: (1) quality of life; (2) protection from harm; (3) active treatment; and (4) appropriate placement. The role of the facility manager in establishing an orderly system in which staff and clients work and live is stressed. Managers are encouraged to comply with standards, develop monitoring systems which are more stringent than those of external surveyors, develop systems to which class assignments are generated. Through video viewing, choral reading, discussion, dictation, self check, homework, and follow through, reading and writing skills are successfully learned. The third section explains the use of materials that can be manipulated to provide experiences that help students understand and make connections between math problems and number symbols. The fourth section asserts that attitudes are caught not taught. These adult learners must be helped to discover that they are intelligent people who can learn to read, write and compute when the way in which they are taught matches their learning style. (NLA)

ED 329 656 CE 057 011

The Challenge of Quality. JTPA Issues.
National Association of Counties, Washington, DC.
PUB DATE - 5 Sep 90
NOTE - 26p.; For a related document, see CE 057 012.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Adult Basic Education; Adult Vocational Education; Basic Skills; Change Strategies; *Educational Quality; *Employment Programs; Federal Legislation; Federal Programs; Job Skills; *Job Training; *Program Effectiveness; *Program Evaluation; Program Improvement
IDENTIFIERS - *Job Training Partnership Act 1982

Achieving good quality in Job Training Partnership Act (JTPA) training is hampered by the lack of a common definition of quality. Five ideas have been consistent in definitions: targeting programs; long-term, in-depth training; basic education; work skills training; and supportive services and guidance. A definition must include suggestions on how to achieve good quality. One report provides a chart that outlines components in these areas within a high-quality training process: client selection and matching, job relevant instruction, job placement process, and employment outcomes. Another piece of the quality argument regards specific changes to improve JTPA through targeting; proper contracting and procurement; funding only of training activities; strengthened federal monitoring; the establishment of a National Training Institute; oversight of on-the-job-training; and program accreditation and staff credentialing. The challenge of high quality means steps must be taken to lay the groundwork for changes, including developing a process of change; making a realistic assessment; identifying JTPA strengths; and communicating with the state and Department of Labor. (The final section is a directors' dialog. Three directors answer questions relating to how quality is defined in their service delivery areas; how that definition was developed; how good quality is being achieved; the future direction of JTPA; and examples of high quality.) (YLB)

ED 329 657 CE 057 012

The Challenge of Quality: Participant Selection, Recruitment and Assignment. JTPA Issues.
National Association of Counties, Washington, DC.
PUB DATE - 28 Dec 90
NOTE - 42p.; For a related document, see CE 057 011.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120)

Look to the Future.
South East Regional Resource Center, Juneau, Alaska.
SPONS. AGENCY - Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE - 90
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - Academic Achievement; *Career Education; Career Exploration; *Career Planning; Extracurricular Activities; Graduation Requirements; High Schools; Interpersonal Competence
IDENTIFIERS - *Alaska

This pamphlet, an Alaska career information system high school planner and career guide, was developed for use with middle and early high school youth. This planning tool (1) introduces the relationship between high school courses and postsecondary plans; (2) outlines for the student the Alaska state minimum high school graduation requirements; (3) explores the various paths available to the student after graduation; and (4) covers the opportunities available for extracurricular activities in high school. Included in this illustrated guide are the following sections: (1) look to the future; (2) chart your career goals; (3) chart your destination; (4) what you may need for the trip; (5) activities can make school more fun and allow you to practice your academic and social skills; and (6) what skills do you need? Included with the Alaska state minimum high school graduation requirements is a blank requirements chart to be completed by the student. An additional handout shows "Hot Careers" and graphically depicts steps for gathering skills for a career. (NLA)

ED 329 675 CE 057 063

Kuo, Chu-Hsun Mike
Factors Which Influence Electronics Technicians to Participate in Work-Related Training.

PUB DATE - 1 Dec 90
NOTE - 26p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Education Work Relationship; Electronics; *Electronic Technicians; *Employee Attitudes; *Job Satisfaction; *Motivation; *On the Job Training; Participation; Postsecondary Education; Retraining; Work Attitudes

A study was conducted to identify the factors that influence electronics technicians to participate in work-related training and to explain the relationships among those factors. Questionnaires were mailed to 130 randomly selected electronics technicians in Oregon in March 1988; 47 technicians responded. Multiple regression and partial correlation were employed to verify the proposed causal model. The study found that electronics technicians' participation in work-related training was influenced by their willingness and ability to participate. Their willingness to participate in work-related training was determined by their job satisfaction and external expectations. Reducing restrictions on participation, providing flexible time to attend, and paying for training costs were effective ways of increasing technicians' ability to attend, and, therefore, of encouraging them to participate in work-related training. (88 references) (KC)

Colorado State Dept. of Education, Denver.
PUB DATE - Jan 91
NOTE - 47p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Access to Education; Adult Basic Education; *Adult Literacy; Basic Skills; *Delivery Systems; Educational Finance; Educational Planning; Educational Supply; *Illiteracy; *Literacy Education; Outcomes of Education; *Program Effectiveness; Program Evaluation; Socioeconomic Influences; State Programs; Statewide Planning
IDENTIFIERS - *Colorado

The Colorado Adult Literacy Commission assessed the status of illiteracy in Colorado and the degree to which current programs met students' needs. Participants at regional meetings identified these issues: (1) low basic skills hamper economic development; (2) low literacy levels represent a threat to health and safety; (3) illiteracy and crime are connected; (4) illiteracy is intergenerational; (5) major barriers keep Coloradans from improving literacy skills; and (6) insufficient funds restrict literacy programs. The commission established an eighth-grade reading and mathematics level as minimally acceptable. The costs of low literacy levels were identified as decreased productivity and competitiveness; increased cost of doing business; dwindling prospects; and links with crime, homelessness, and poverty. Situational barriers confronted illiterate adults; lack of funds was the major obstacle for programs. Literacy training was provided through the Adult Education Office of the Colorado Department of Education, the Governor's Job Training Office, the Colorado Community College and Occupational Education System, Department of Corrections, probation services, social services, and local providers. Issues that became apparent from a review of other states' practices were these: (1) building the capacity of providers to respond to changing needs; (2) developing goals of instruction that meet identified needs; and (3) workplace literacy. (An executive summary lists the commission's vision, goals, and recommendations.) (YLB)

ED 329 694 CE 057 102

Docherty, Anne, Ed.
Wider Horizons, Wider Choices: Educational Guidance for Adults in an Expanded Europe. Report of a Conference of the European Bureau of Adult Education (Glasgow, Scotland, United Kingdom, March 31-April 4, 1990).
Scottish Inst. of Adult and Continuing Education, Edinburgh (Scotland).
SPONS. AGENCY - Commission of the European Communities, Brussels (Belgium).; European Cultural Foundation, Amsterdam (Netherlands).
PUB DATE - 90
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Access to Education; *Adult Counseling; *Adult Education; Adult Educators; *Career Guidance; Case Studies; Demography; Economic Factors; Educational Policy; Foreign Countries; Guidance Programs; Labor Market
IDENTIFIERS - *European Community; Ireland; Netherlands; United Kingdom

A European conference studied the implications from the learner's point of view for adult education and training guidance in an expanded Europe. The two main questions addressed were: How can concepts; overview; equipment and supplies; procedure; constants for infusion into the TLA; background references and resources; examples of evaluation; and appendixes with any necessary other materials. A final section of the manual, called technology learning briefs, contains 99 ideas for students. These present a problem, a brief, and constraints to produce an optimal solution. (YLB)

ED 329 712 CE 057 161

A Testing Perspective on the Curriculum. A Teacher's Guide for Proficiency Examinations in Technology Education: Communication Systems, Production Systems, Transportation Systems.
New York State Education Dept., Albany. Div. of Occupational Education Programs.
PUB DATE - 87
NOTE - 50p.; For related documents, see CE 057 157-160.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Achievement Tests; Behavioral Objectives; Classroom Techniques; *Communications; *Construction (Process); Instructional Materials; Manufacturing; Secondary Education; State Programs; State Standards; Teaching Methods; *Technology; *Test Coaching; Testing; Test Items; *Transportation
IDENTIFIERS - New York; *Technology Education

This information booklet is intended to serve as a companion document to the course syllabus for technology education in New York. It will assist teachers in developing lesson plans that address performance objectives, supporting competencies, and subsequent testing. It first provides important information to teachers, guidance counselors, and administrators regarding the purpose, development, and administration and scoring of the statewide proficiency examination in technology education. Students entering grade 9 who pursue approved sequences in occupational education must take and pass proficiency examinations in order to earn a Regents or local diploma. A blueprint and examination format illustrate the percentage of questions on the examination from topics in each of the three systems courses: communications, production, and transportation. A representative sample of questions selected from modules and topics within each technology education systems course is provided. The curriculum guide portion corresponds to the syllabi for the three courses--communications systems, production systems, and transportation systems. For the communications systems course, a list of questions or examples is provided which directly correspond to the supporting competencies of each performance objective. These are intended to help the teacher clarify and understand the main focus of the performance objectives. For the other two courses, a list is provided of that content that the student must know for each of the performance objectives. Amount of time to be spent on each objective is suggested. (YLB)

ED 329 713 CE 057 168

Receipts. Agricultural Record Keeping. Supplementary Units.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY - Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE - 90
NOTE - 285p.; For related documents, see ED 326 603 and ED 326 611. Printed on multi-colored paper.
LANGUAGE - English

one another. The concluding portion of this manual contains two bibliographies, one on parents and reading (29 entries) and the other on family literacy programs (12 entries). A sample evaluation form is found in the concluding portion of the manual. (NLA)

ED 329 732 CE 057 211

Teaching and Learning Strategies: An Evaluation of BTEC Courses.
Further Education Unit, London (England).
PUB DATE - Dec 90
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Basic Skills; *Business Education; Comparative Analysis; Curriculum Design; Educational Research; Education Work Relationship; *Engineering; Foreign Countries; Full Time Students; Higher Education; Job Skills; Part Time Students; *Student Centered Curriculum; Student Characteristics; *Teaching Methods; Technical Education; *Work Experience Programs
IDENTIFIERS - *Business and Technician Education Council; England

A British study reviewed teaching and learning strategies used in Business and Technician Education Council (BTEC) courses in the context of growing emphasis on student-centered approaches and work-based competence. Course coordinators, tutors, course teams, and students in Business Studies and Engineering departments at 16 centers were interviewed. The study compared learning experiences offered by different modes of study of BTEC-supported courses in the context of BTEC's general guidelines on course implementation. Findings showed that: (1) students and teachers welcomed a student-centered approach; (2) teachers had difficulty with their new role of facilitator; (3) student-centered methods were thought more time-consuming; and (4) different methods were needed for part-time students. The idea of integrative assignments was well-received, but their design was a new and difficult process for teachers. Teacher confidence in assessing common skills varied widely. Work assignments were considered important but not widely used. Course teams were recognized as the key factor in effective course delivery. Links with employers needed to be strengthened. Aims, content, and duration of induction needed to be reviewed. Specific areas of concern included staff development, effectiveness of integrative assignments, and employer linkages. Development of workshops and materials that met these needs was recommended. (YLB)

ED 329 733 CE 057 215

Lynch, Richard L.
A National Database on Vocational Teacher Education.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 166p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Administrative Organization; Admission Criteria; *Databases; Educational Change; Enrollment; *Graduation Requirements; Higher Education; Institutional Characteristics; *National Surveys; *Teacher Education Programs; *Teacher Educators; *Vocational Education

ED 329 751 CE 057 315

Education for Homeless Adults: The First Year.
Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE - Dec 90
NOTE - 53p.; For related documents, see CE 056 822-823.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Education; Adult Literacy; *Adult Programs; Federal Legislation; High School Equivalency Programs; *Homeless People; Illiteracy; *Literacy Education; Program Development; *Program Implementation; *State Programs; Volunteers; Womens Education
IDENTIFIERS - *Stewart B McKinney Homeless Assistance Act 1987

The Adult Education for the Homeless programs implemented by the states followed one of four approaches. The Development/Capacity-Building approach emphasized program structure and model-building. The Urban Focus approach was tailored to reach the maximum number of students. The Services to Women approach tried to meet women's special needs. A statewide approach focused on developing a variety of class locations and instructional techniques. The programs served 18,000 homeless individuals; more than half were located in only 10 states. All races and ages were represented, but the most typical participant was white, male, and 25-44 years old. One-half of the staff of 1,500 were volunteers. Few paid staff worked full time. Barriers to success fell into three groups: personal difficulties, external barriers, and obstacles inherent to the program. More than 500 adults earned a General Educational Development certificate, and an additional 100 received some other type of adult diploma. Key elements of program success included a stable living environment; individualized instruction; well-trained volunteers; instruction in practical tasks; and individualized education plans. Recommendations for future success include providing the following improvements: increased residential stability; alternative curricula; staff development; women's programs; nontraditional testing; and program evaluations. (Appendixes include: listings of state contacts and resource organizations; authorizing legislation; and rules and regulations.) (YLB)

ED 329 752 CE 057 316

Haigler, Karl O.
Building Bridges of Meaning: The Role of Contextual Literacy.

SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 1 Mar 89
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Context Effect; *Cultural Context; *Educational Policy; *Illiteracy; Learning Theories; *Literacy Education; Policy Formation; Transfer of Training

The importance of considering social contexts--workplace, family, and community networks--in devising adult literacy programs has emerged over the past decade as the clear consensus of adult literacy research. Equally important have been the attempts by

ED 329 770 CE 057 349

Rogers, Alan, Ed.; And Others
Partners in Literacy. A Pilot Attitudinal Survey of Literacy Animators in Tamil Nadu, India.
Education for Development, King's Lynn (England).
PUB DATE - 89
NOTE - 48p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Developing Nations; Disadvantaged; Foreign Countries; *Literacy Education; Rural Areas; *Teacher Attitudes; *Teacher Education; *Tutors
IDENTIFIERS - *India (Tamil Nadu)

A study was conducted of part-time instructors--called "animators"--who teach literacy in villages in Tamil Nadu, India. Three literacy programs were studied: a state-run program, a voluntary program, and a university-run program, all in rural areas. Structured interviews were conducted over several weeks with 52 animators to see how they saw themselves, their work, and the agency for which they worked. Questions were directed to the selection processes and training of animators, the development of inservice support systems, and the continuing use of some animators, planners, and trainers. The study found that most of the animators were in the work to help others or to help themselves for social reasons, although a few expected material rewards. Most said they liked their jobs and wished to continue, even if they were not paid. The animators were more aware of the material rather than the human resources available for their work. Less than a third of the animators said that they possessed any special characteristics for their work. They often lacked confidence and felt they lacked direction from their supervisors. Nevertheless, some of the animators prepared their own materials and took initiative in preparing their classes. All the animators knew their students well and were aware of their problems, although they did not see how they themselves could help the students with the problems. All the animators had had training and many felt that it was adequate. Implications of the study were drawn in the areas of selection, training, and use of animators. (KC)

ED 329 771 CE 057 351

Evaluating Program Outcomes: Occupation of Homemaking. Final Report. Phase III 1989-90.
Northern Illinois Univ., De Kalb.
SPONS. AGENCY - Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE - 31 Jul 90
NOTE - 171p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Child Development; Curriculum Development; Females; *High School Graduates; High Schools; *Home Economics; Home Economics Skills; Homemaking Skills; Males; *Outcomes of Education; Parenthood Education; *Program Attitudes; *Program Effectiveness; Program Improvement; Research Methodology; State Programs; Statewide Planning; *Student Attitudes
IDENTIFIERS - *Illinois

A project was conducted to gather data on the outcomes of homemaking

EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Anatomy; Basic Skills; Chemistry; Competency Based Education; *Cosmetology; *Diseases; Instructional Materials; Postsecondary Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS - *Manicuring

This publication is designed to direct and support instruction in an occupational spin-off area within vocational cosmetology programs in Oklahoma. This instructor guide contains three units: (1) recognizing arm/hand anatomy and disorders/diseases; (2) preparing for a manicure; and (3) preparing for a pedicure. Each instructional unit includes some or all of the basic components of a unit of instruction: (1) performance objectives; (2) suggested activities for the teacher; (3) pretest; (4) information sheets; (5) supplements; (6) activity sheets; (7) assignment sheets; (8) job sheets; (9) practical tests; (10) written tests; and (11) answers to assignment sheets and written tests. Handouts, supplements, transparency masters, and activity sheets may be included in some or all of the units. The materials contain simple graphic symbols keyed to eight basic skills: reading, writing, mathematics, science, oral communication, interpersonal, creative thinking and problem solving, and employability. (NLA)

ED 329 790 CE 057 395

Learn, Grow, Become. TSA Edition.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE - 91
NOTE - 291p.; Printed on pastel colored paper which may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Classroom Techniques; Course Content; Elementary Secondary Education; *Entry Workers; Extracurricular Activities; *Job Skills; *Leadership Training; *Learning Activities; Learning Modules; Lesson Plans; *Parliamentary Procedures; Public Speaking; Skill Development; State Curriculum Guides; *Student Organizations; Teaching Methods; Test Items; Units of Study
IDENTIFIERS - *Technology Student Association

This revised curriculum guide contains five units that are designed to help students develop an understanding of the mission of the Technology Student Association (TSA). Each unit follows a standard format that includes some or all of these basic components: performance objectives, suggested activities, handouts, information sheets, supplements, assignment sheets, activity sheets, job sheets, transparency masters, practical tests, written tests, and answers to written tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. The five units cover the following topics: (1) introduction to the Technology Student Association; (2) TSA activities; (3) becoming a TSA leader; (4) parliamentary procedure; and (5) giving presentations. (KC)

ED 329 791 CE 057 396

Export Management Specialist. A Training Program. Instructor's Edition.
Oklahoma State Dept. of Vocational and Technical Education,

IDENTIFIERS - *Adult Education Act 1966; *ERIC; ERIC Digests

In 1966, Congress approved the first adult education act, and the Educational Resources Information Center (ERIC) system was established. Monies to support adult education research and delivery systems became available at the same time as a mechanism was put in place to collect and disseminate results of these activities. The Adult Education Act (AEA) provides funding for adult education programs serving educationally disadvantaged adults. As amendments have expanded its scope, both enrollees and financial support have increased. ERIC is a federally supported educational database designed to put the results of educational research and development in the hands of researchers, practitioners, administrators, and policymakers. Sixteen clearinghouses acquire and process information in their assigned area to build the ERIC database. The database, which can be accessed through printed index, by computer, or in CD-ROM format, consists of document literature announced monthly in "Resources in Education" and journal literature included in "Current Index to Journals in Education." ERIC clearinghouses provide reference services and develop and dissemination informational products. The ERIC system collects and disseminates two categories of materials related to the AEA: those that are about the act and those that are the results of projects and research funded by the act, such as reports and curricula. (10 references) (YLB)

ED 329 808 CE 057 824

Lankard, Bettina A.
Tech Prep. ERIC Digest No. 108.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Articulation (Education); *Coordination; Curriculum Development; *Institutional Cooperation; Postsecondary Education; Secondary Education; Technical Education; *Technological Advancement; *Technology; *Vocational Education
IDENTIFIERS - ERIC Digests; *Tech Prep

Tech prep is an articulation partnership between secondary vocational-technical schools and postsecondary institutions. It can be described as an "advanced skills" articulation model because it enables students to use the time saved through coordinated course work to acquire the more advanced occupational knowledge and skill required by changing technologies. Tech prep is becoming highly visible in vocational-technical education for a variety of reasons: the change to a service economy, new technology, and changing work force demographics. Articulation through tech prep offers a more efficient use of tax dollars for education and training, eliminates unnecessary duplication of program content, and includes, as critical to education, the technological content knowledge and skill training required by today's employers. Factors have been identified that influence the success of tech-prep articulation efforts. The factors affecting students are counseling, orientation, mentorship, and automatic admission to postsecondary institutions. Faculty leadership is also critical to tech-prep articulation. Some strategies for strengthening tech prep include establishing lines of communication, identifying programs to be coordinated, rewriting

Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adolescents; *Career Counseling; Employment Problems; Foreign Countries; *Intervention; *Learning Disabilities; *Problem Solving; *Program Effectiveness; *Underemployment; Unemployment
IDENTIFIERS - Canada

Youth with learning disabilities have high rates of unemployment and underemployment. A specific aspect of the poor social skills of adolescents with learning disabilities is their inability to solve unstructured problems on the job. The PROBE module was designed to help youth with learning disabilities to overcome this problem. PROBE is one of six modules in an ongoing research project examining ways of allowing youth with learning disabilities to explore careers, secure employment, and maintain employment. The PROBE module is based on the cognitive strategy instructional approach that has already proven successful in teaching adolescents with learning disabilities both reading comprehension and algebra problem-solving. The PROBE module includes a structured worksheet, job scenarios, and sample activity plans. PROBE emphasizes the importance of teacher modeling, emphasis on thinking aloud, and role playing. Preliminary results indicated that the PROBE module can be successful. Students and teachers are enthusiastic about it, and the indications are that the PROBE module can be used in individual and paired counseling with little adaptation. (ABL)

ED 329 828 CG 023 197

Guidelines for HIV and AIDS Student Support Services.
American Association for Counseling and Development, Alexandria, VA.; American School Health Association, Kent, Ohio.; National Association of School Nurses, Inc., Scarborough, ME ; National Association of School Psychologists, Washington, DC.; National Association of Social Workers, Silver Spring, MD.; National Association of State School Nurse Consultants.; National Coalition of Advocates for Students, Boston, MA.
SPONS. AGENCY - Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE - 90
NOTE - 31p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; *Counseling Services; Delivery Systems; Elementary Secondary Education; Guidelines; Health Education; Policy Formation; Prevention; Program Evaluation; Psychological Services; Referral; School Health Services; Staff Development; *Student Needs; *Student Personnel Services; Students

This booklet describes a multi-disciplinary approach to student support services related to the Human Immunodeficiency Virus (HIV) epidemic. The guidelines can be used by student support services personnel to evaluate the quality of services they are providing, by school administrators to design a comprehensive student support services delivery program, and by parents and child advocates to hold schools accountable for providing high quality support services. A section on HIV and youth looks at the incidence of the problem in America. This is followed by two sections that describe the need for HIV related student support services, and define barriers to effective support service delivery. The next two sections outline the essential components of an HIV student support services program. These components include prevention education, health-related services, referral and coordination of

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Counseling Techniques; Counselor Training; *Creativity; *Empathy; *Family Counseling; Graduate Students; Role Playing

The three processes of empathy, creativity, and family therapy intervention are connected. A review of the literature about empathy has shown the therapist's level of empathy to be positively associated with certain traits: cognitive flexibility, cognitive differentiation, perceptual sensitivity, and tolerance of ambiguity. A summary of the salient traits of creative individuals includes openness, a sense of wonderment, permeable boundaries, sensitivity, freedom from preexisting sets, and a capacity for non-judgmental responses. Family therapy literature also speaks to an ability to "see" differently in order to "think" differently. The affective processes of identification and resonance, the cognitive process or role-taking, prediction and communication, and the inseparable intertwining of affective and cognitive processes have been identified as contributing to empathy, creativity and family intervention. The affective and cognitive processes empirically identified are discrete, yet exist along a continuum, and often are indistinguishable. The descriptive phrases of "cognitively flexible," "openness to diversity," and "sensitive to their own perceptions," are key elements of the three processes discussed in this paper. (LLL)

ED 329 849 CG 023 219

Flamer, Mary Guess; Davis, Elaine P.
Preventing Teenage Pregnancy: What Educators Need To Know.
New Jersey State Dept. of Education, Trenton.
PUB DATE - 90
NOTE - 51p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Academic Achievement; *Adolescents; *Early Parenthood; Elementary Secondary Education; Family Influence; Mass Media Effects; Peer Influence; *Pregnancy; Pregnant Students; *Prevention; *School Role; *Sexuality

The purpose of this guide for educators is to provide strategies that schools can adopt to discourage teenage pregnancy. The first section describes adolescent pregnancy in New Jersey, including education efforts to address adolescent pregnancy, and statistics on adolescent fertility. The second section addresses familial, media and peer effects on adolescent sexual behavior, and includes a summary of the research. The third section compares adolescent sexual behavior and academic achievement. Student dropout statistics and characteristics are presented, then student aspirations, motivations and academic achievement are discussed as they relate to sexual behavior. Section 4 presents recommendations for school implementation, targeting key areas for program development and implementation. These include: (1) school leadership; (2) curriculum enhancement; (3) social service linkages; (4) after-school activities and programs; and (5) parent education. Adolescent pregnancy advocacy organizations and prevention programs are listed in appendices. (LLL)

ED 329 850 CG 023 220

the general education system. This paper reviews Birmingham Groves High School's PRC program, a component of the school's outreach special education delivery system which the Michigan State Board of Education recognizes as a model program. Aspects of PRC implementation covered are: the importance of administrative support; rationale and legalities; documentation; streamlined referral process; efficient staffings; PRC team members; obtaining parent consent/involvement; interventions and alternatives; mobilization of staff; providing service; evaluation of outcomes; closure of service; and follow-up. Included in this paper are a counselor's referral packet, a pre-referral screening form to be filled out by student's general education teachers, a referral-to-placement flow chart, a description of general education driven student support service, a PRC contract/consent form, and a PRC summary report form. Potential benefits include more appropriate referrals, less time spent in meetings and writing unnecessary evaluations, improved academics, reduced numbers of disciplinary cases, improved staff morale, shared responsibility between special and general education, and the integration of special education expertise into mainstream. (Author/BHK)

ED 329 869 CG 023 240

The Guidance Counselor's Role in Ensuring Equal Educational Opportunity.
Office for Civil Rights (ED), Washington, DC.
PUB DATE - 91
NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Civil Rights; *Civil Rights Legislation; *Counselors; Disabilities; *Federal Aid; Females; Guidance Programs; Minority Groups; Secondary Education; Social Action; Social Discrimination
IDENTIFIERS - *Rehabilitation Act 1973 (Section 504); *Title IX Education Amendments 1972

This pamphlet summarizes the requirements pertaining to counseling practices contained in the implementing regulations for Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Also, this pamphlet reviews policies and practices which have been adopted by some school systems to ensure equal educational opportunity for beneficiaries of the statutes. After an introductory discussion of the critical role of the counselor, the following topics are addressed: (1) nondiscrimination in counseling under Title VI; (2) nondiscrimination in counseling under Title IX; (3) nondiscrimination in counseling under Section 504; and (4) counseling special population groups. The latter section summarizes programs and initiatives to meet the special guidance and counseling needs of minority, women, and handicapped students that go beyond preventing/remedying discrimination and may be applicable to other school systems. These include establishing bias-free materials, early intervention programs, hands-on counseling, expanded knowledge of career opportunities, cooperation with business, cooperation with colleges and universities, cooperation with parents, and inservice training. A counseling checklist is included, along with addresses of regional Civil Rights offices. (BHK)

ED 329 870 CG 023 241

the following assumptions: (1) Texans want good jobs; (2) a good job is the key to economic self-sufficiency and improved quality of life; (3) job and career potential are dependent on the acquisition of appropriate skills; (4) human investment programs need to be more efficiently delivered and focused on results related to self-sufficiency; and (5) a person's basic needs for health, safety, and stability must be met before the first four statements can have meaning. Future reports will discuss the progress and results of these proposed efforts. (LLL)

ED 329 890 CG 023 262

Creating a Human Investment System in Texas: A Call to Action. Human Investment System Series, Vol. I, No. I.
Texas State Dept. of Commerce, Austin, TX. State Job Training Coordinating Council.
PUB DATE - 90
NOTE - 24p.; For volume 1, number 2, see CG 023 261.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *Developmental Programs; *Economic Development; Economic Factors; Educational Development; Employment Patterns; Individual Development; Job Skills; Job Training; Labor Economics; *Labor Force Development; Labor Market; Vocational Education

This document is the first of a projected series of reports that explores a statewide solution to the problems of work force quality in Texas. This initial report describes the current status of the Texas work force and introduces the concept of the Human Investment System as a means to improve that status by making human investment and people-serving programs and services more effective and more accessible. The Human Investment System is a user-friendly, resource efficient, outcome-based system designed to establish and implement comprehensive and integrated strategies that will weave the patchwork of existing federal, state, and local resources into an integrated network. The goals of the Human Investment System, which is characterized by multi-agency involvement, joint planning, and integrated service delivery, are to promote stable, functional, self-sufficient families and ultimately to produce an internationally competitive, world-class work force. This document describes the current status of the work force and workplace in Texas, institutional and individual barriers to success in an advanced, technology-based economy, and reasons why the Human Investment System as a forum for policy-making to overcome some of the barriers, should be implemented immediately. (LLL)

ED 329 891 CG 023 263

Louw, D. J.
Pastoral Care to the Infertile Couple.

PUB DATE - Oct 90
NOTE - 6p.; Paper presented at the Annual Conference for Marriage and Family Therapy (48th, Washington, DC, October 4-7, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Biological Influences; Childlessness; Child Rearing; Counseling Techniques; Cultural Influences; Family Planning; Foreign Countries; *Pastoral Literature; *Religious Factors; *Reproduction (Biology)
IDENTIFIERS - Infertility; *South Africa

felt the project met their expectations and found the project to be useful; (3) materials and readings were rated as being of high quality; (4) participants believed they received good to very good support for themselves and the project; (5) school visits were as important as the other components of the project; and (6) the report writing phase was somewhat useful. (Fifty-six references are attached.) (RS)

ED 329 909 CS 010 460

Grisham, Sharon K.
Getting the Main Idea and Details through Reading Comprehension.

PUB DATE - Feb 91
NOTE - 63p.; M.S. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - Critical Reading; Critical Thinking; Grade 1; *Precision Teaching; Primary Education; Reading Ability; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Processes; *Reading Strategies; Teaching Methods
IDENTIFIERS - *Main Idea; Neurological Impress Method; Paraphrase; Reading Fluency; Story Maps

A practicum addressed the below-average reading comprehension performance of first graders by the implementation of precision teaching and specific solution strategies. Students (51) were actively involved in their own learning and decision making through the continuous monitoring system of precision teaching. Reading techniques called RAP (an acronym that stands for the commands: "Read paragraph"; "Ask youself the main idea and two supporting details"; and "Put in your own words") and the Neurological Impress Method (NIM) were implemented to provide relevant learning experiences relating to locating the main idea and finding details in reading comprehension. The results indicated increased levels of achievement by students when beginning and ending scores were compared. It was concluded that the use of precision teaching combined with RAP and NIM reading techniques can provide a vehicle to facilitate reading comprehension. (Two tables of data are included and 12 references are attached. Appendixes include: Sample Profile Sheet, Sample Task Sheet, Sample Probe, Sample Logarithmic Chart, Story Map, Response Maze, Academic Profile Chart, and Sample Formal Report.) (Author/MG)

ED 329 910 CS 010 461

Gump, Judith G.
Strategies for Improving Main Idea Identification in Expository Text while Improving Reading Comprehension.

PUB DATE - Dec 90
NOTE - 65p.; M.S. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Elementary Education; *Precision Teaching; Questioning Techniques; *Reading Comprehension; Reading Improvement; Reading Instruction; *Reading Strategies
IDENTIFIERS - Directed Reading Thinking Activities; *Expository Text; Graphic Organizers; *Main Idea

A special summer program was developed to increase five elementary

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Historical Materials (060)
DESCRIPTORS - Adult Basic Education; Adult Education; Adult Literacy; *Adult Reading Programs; Cultural Context; Folk Culture; Personal Narratives; Reading Instruction; *Reading Materials; *State History
IDENTIFIERS - Folktales; Historical Background; *Nevada

In Nevada a book was developed to bring history to life for adult students who are beginning to discover the joy of reading and to let new readers and tutors tell their own stories about reading. The first part of the book includes 10 original stories written by Phillip Earl, a popular author and newspaper columnist. Articles were selected for high interest value and adaptability for adults able to read at a sixth grade level or above. The second part of the book includes six personal stories about reading submitted by new readers and their tutors. (MG)

ED 329 930 CS 010 482

Berglund, Roberta L.; And Others
Teacher Behaviors during Reading Instruction in Australian and American Classrooms. Literacy Research Report No. 3.
Northern Illinois Univ., DeKalb. Curriculum and Instruction Reading Clinic.
PUB DATE - Mar 91
NOTE - 39p.; Table 1 has very small print and may not reproduce legibly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Comparative Analysis; Cross Cultural Studies; Foreign Countries; Grade 2; Grade 3; Primary Education; *Reading Instruction; Student Centered Curriculum; *Teacher Behavior; *Whole Language Approach
IDENTIFIERS - *Australia; *United States

This study examined, through classroom observations and teacher surveys, the instructional beliefs and practices in reading of second- and third-grade teachers in selected schools in the United States and Australia. Australian participants consisted of 16 second-grade and 11 third-grade teachers in New South Wales; American participants were 17 second-grade and 20 third-grade teachers in Wisconsin. Results were compared to those obtained in a similar study conducted in the mid-1970s to determine whether changes had occurred which might document a shift in reading instruction to reflect a more child-centered perspective where children are actively engaged in the reading process. The data indicate that changes have occurred in both countries regarding the types of questions posed during reading instruction and the amount of praise used. Non-functional student behavior appeared to be reduced as compared to the earlier study. Teacher orientations toward control versus autonomy appear to be related to their degree of acceptance of whole language philosophy. The teacher behaviors observed in both countries reflect rather conventional reading practices with the teachers serving as information-givers rather than collaborators and facilitators during reading instruction. (Eleven tables of data are included and 28 references are attached.) (Author/SR)

ED 329 931 CS 010 483

Herrmann, Beth Ann; Pendarvis, Phyllis W.
A Collaborative Study of Collegial Coaching within a Restructuring School Environment: Perspectives from a Middle School Administrator and a Reading Educator. Draft.

This study investigated whether the choice of literature read aloud by the teacher affected childrens' choices of books in their free reading. Subjects, 13 third grade students, freely selected library books before the study, and then were asked to make choices each week during the 11 weeks of the study in order to determine if the genre being read to the children affected their choices. The teacher read aloud for 10 to 15 minutes each day. Stories read were from traditional literature including myths, legends, fables, and folk-fairy tales. Results seemed to indicate a slight, but not statistically significant, influence. (Two tables of data are included and 36 references are attached.) (SR)

ED 329 949 CS 010 506

Kellerman, Karen Kennedy
Students' Rejection of Teacher Choice of Free Reading Books.

PUB DATE - 19 Apr 91
NOTE - 39p.; M.A. Thesis, Kean College.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - Childrens Literature; Grade 8; *Independent Reading; Middle Schools; Reading Habits; *Reading Interests; *Reading Materials; *Reading Material Selection; Reading Research; Recreational Reading; Secondary Education; *Teacher Student Relationship
IDENTIFIERS - Middle School Students; New Jersey (Plainfield); Student Surveys

A study was conducted to determine why students were rejecting books recommended by their teachers for independent reading assignments. Approximately 80 eighth-grade students were given a reading interest survey/questionnaire to establish student reading interests. Students were then given a list of 15 independent reading selections compiled by the Educational Media Association to choose from for their independent reading assignments for approximately 5 months. The books were classified into 1 of the 20 categories on the interest survey. The student interest survey was compared to the book classifications for compatibility. Results indicated that students were rejecting books recommended by their teachers for independent reading assignments because educators were ignoring student interests. (Three tables of data are included and 47 references are attached. Appendixes include the reading interest surveys.) (MG)

ED 329 950 CS 010 507

Salway, Sharon L.
Vocabulary Development in the Middle School Years.

PUB DATE - Apr 91
NOTE - 28p.; M.A. Thesis, Kean College.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - *Instructional Effectiveness; Junior High Schools; Learning Disabilities; Middle Schools; *Perceptual Handicaps; Reading Comprehension; *Reading Instruction; Reading Research; Reading Skills; Vocabulary; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS - Middle School Students

A study was conducted to aid in the process of finding vocabulary instruction that would lead to more effective comprehension. It was hypothesized that there would be no significant difference in school, where encouragement is the norm, is far more productive than a school that does not invite students to learn. The second component is the teacher's ability to accept students' differing points of view. If there are many possible interpretations of a given literacy work, teachers have no right to impose their interpretations on students as the only acceptable one. A third component is the belief that education is active. Students should not be viewed as parrots who memorize and repeat what the instructor says. Rather, education should be considered an intellectual endeavor that requires active participation. The final component is the teacher's continual rethinking of his or her classes. By staying actively involved the teacher encourages students to do the same. Educating critical thinkers is essential in maintaining a free and open society. At the same time, the teaching of critical thinking can be enjoyable for teachers, and can allow them to watch the minds of students become unleashed. (SG)

ED 329 972 CS 212 722

Ives, Nancy R.
The Learning Disabled Student in the College Writing Class.

PUB DATE - 90
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *College English; Higher Education; Peer Teaching; Teaching Methods; Tutoring; Word Processing; *Writing Difficulties; *Writing Exercises; *Writing Instruction
IDENTIFIERS - Collaborative Learning; *Process Approach (Writing.

By employing techniques learned through special education research together with the process approach to teaching writing, the composition teacher can help the ever-increasing number of learning disabled (LD) students in the developmental writing class to improve their writing. Using the process approach, LD students first concentrate on gathering information and ideas, then select appropriate information for purpose and audience, and organize that information before they edit. Some LD specialists and composition teachers favor evaluating LD students' writing using an analytic scale instead of a holistic approach. A useful technique appropriate for the heterogeneous class is collaborative learning. Composing on the computer is an option for students with poor handwriting although studies of its effectiveness have been mixed. At the heart of a successful writing program for the mainstreamed LD student is a peer tutorial program. If these suggestions are followed, LD students as well as others in the composition class should be able to improve their writing. (Sixteen references are attached.) (RS)

ED 329 973 CS 212 723

Neff, Bonita Dostal
Writing: Clearing the Mind for Action.

PUB DATE - Apr 90
NOTE - 9p.; Paper presented at the Annual Meeting of the Central States Communication Association (Detroit, MI, April 5-8, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom

imagination, while the second poem discovers the old Bronze-Age mythology rising up out of the psyche in what is called a terrible waking dream. All four poems are about the quest for something usually signified by the word "God." The cultural surround out of which these four poems come is that of modern consciousness. The new imagination, variously demonstrated in all four of these poems is, then, the oldest imagination known. (TD)

ED 329 994 CS 212 748

Neuwirth, Christine M.; And Others
Does Word Processing Improve Students' Writing? A Critical Appraisal and Assessment. Final Report to FIPSE.
Carnegie Mellon Univ., Pittsburgh, PA. Center for Educational Computing in English.
SPONS. AGENCY - Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE - 90
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Cognitive Processes; *Computer Uses in Education; Higher Education; Program Descriptions; *Word Processing; *Writing Improvement; *Writing Processes; Writing Research
IDENTIFIERS - Writing Development

A 3-year project examined the cognitive effects of word processing on writing processes and products. In particular, the project examined effects on writers' planning, reviewing, and revising in a series of six assessment studies. Among the most important results of the project were that writers using word processing alone--both student writers and more experienced professional writers--engaged in significantly less initial planning, conceptual planning, and total planning than when they used pen and paper, and that this phenomenon was related to the difficulty experienced writers report in getting a "sense" of their texts and recalling them when using word processing. Findings of the project suggest that student writers be explicitly taught how to exploit the benefits and avoid the weaknesses of both word processing and pen and paper media. Results and recommendations of the project have been disseminated in a series of conference presentations, technical reports, and publications in national journals. (RS)

ED 329 995 CS 212 749

Luts, Nancy C.
The Most Common Errors of Second Grade Story-Writers.

PUB DATE - 1 May 91
NOTE - 29p.; M.A. Thesis, Kean College.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - *Elementary School Students; *Error Patterns; Grade 2; Grammar; Primary Education; Spelling; *Writing Difficulties
IDENTIFIERS - *Childrens Writing; New Jersey

A study sought to find the most common errors of second grade story-writers. Subjects, 96 second graders from 5 classes, wrote 3 stories each without any help from their teachers on topics chosen by the teachers ("The Funniest Thing that Ever Happened to Me," "Winter," and "My Special Holiday"). Stories were collected and read and every amount and kind of error was documented. Lists were made and kinds of errors tallied in order to determine where the most problems lay. Results showed spelling as the most common (sensation/intuition) and judgment (thinking/feeling). A starting place is for leaders to understand individual differences and personality styles. To be an empowerer, individual assets and liabilities must first be acknowledged, named, and accepted. The empowerer then needs to relate the powers and liabilities of each colleague to the requirements of the task to be completed. Next it is useful to understand the four ways a leader's power exercises itself, as a dimension of the four main personality styles. Attitudes toward conflict are affected by these personality styles, modified by attitudes of extraversion or introversion. Finally, the leader must identify a group's oral culture, adopting the style and talk of a particular group in order to affirm its values and bring it into a process of group problem-solving. This theory of leadership assumes that individuals and groups are neither right nor wrong, moral or amoral, but rather, sets of dependencies, and that leadership consists of effectively challenging colleagues to their fuller human potential. (Three tables are included and a typological glossary is attached.) (SR)

ED 330 016 CS 507 418

Jamiolkowski, Raymond; And Others
The Art of Inquiry in the Classroom: A Manual for Teaching.

SPONS. AGENCY - Illinois State Office of Education, Springfield.; Naperville Public Schools, Ill.
PUB DATE - Jun 89
NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Class Activities; *Classroom Techniques; Elementary Secondary Education; *Inquiry; Instructional Effectiveness; *Learning Strategies; Lesson Plans; Questioning Techniques; Teacher Role; *Teaching Methods; *Thinking Skills

This manual is intended to give novice and veteran teachers a basis for inquiry within their classrooms. The following sections are intended to guide the reader through an introduction to practicing inquiry within the classroom: Philosophical Overview, Historical Overview, Use in the Classroom, How to Establish Inquiry in Your Classroom, and Practical Applications. The sections are designed to fulfill the reader's needs in developing knowledge, experience, and then belief in this method. The final section of the manual has as its purpose the exhibition of the potential of inquiry in the lives of classroom students. Eight sample lesson plans and descriptions describing seven techniques are included. Thirteen references are attached. (MG)

ED 330 017 CS 507 419

Aitken, Joan E.
Teaching Interpersonal Communication through an Analysis of Students' Initial Interaction: A Q-Methodological Study of Styles in Meeting People.

PUB DATE - Apr 90
NOTE - 28p.; Paper presented at the Annual Meeting of the Central States Speech Communication Association (Chicago, IL, April 11-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)

Administrator Relationship
IDENTIFIERS - Administrator Teacher Ratio; *California

Since the early 1970s, financial penalties have been levied in California school districts if their administrator-to-teacher ratio is in excess of a standard set by law. A study was conducted to determine whether the provisions of administrator-teacher maximum ratio are effective for calculating, monitoring, and reporting administrative costs. California's current law was found to be ineffective because (among other factors) it reflects unclear legislative intent and results in unintended consequences. Research shows the cost of implementing statutory provisions of the law to be around $250,000 annually. Research also shows that "input controls" imposed by the law measure only the quantity and not quality of what is controlled and could prove counterproductive. The best methodology for controlling school district administration would be to annually publish three alternative indicators that reflect administrator salaries, total cost of administration, and the number of administrators per 1,000 students. Rankings of alternative measurements of administration and details of recommendations to the California state legislature are included. (EJS)

ED 330 037 EA 022 725

Espinoza, Renato
A Report to the Network and a Request for Assistance.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jun 86
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Collected Works - Proceedings (021)
DESCRIPTORS - Elementary Secondary Education; Information Networks; Networks; *Parent Participation; Parent Role; *Parent School Relationship; Shared Resources and Services; *Teleconferencing
IDENTIFIERS - *United States (Southwest)

Proceedings of a regional Parent Involvement Network teleconference in which nine citites in the Southwest Educational Development Laboratory's (SEDL) five-state region (Texas, Louisiana, Arkansas, New Mexico, and Oklahoma) plus Lincoln, Nebraska, participated are highlighted in this summary report. Participants from each state reported on concerns unique to that state, and the SEDL representative discussed future SEDL activities, with a focus on partnership development. Some concerns common to the states include funding, changing attitudes, clarifying and expanding parent roles, and enhancing statewide and community support. Also included are a list of participants, statements of critical issues, lists of parent involvement contacts in each state, and informational forms for identifying parent involvement programs. (LMI)

ED 330 038 EA 022 732

Reitherman, Robert
Reducing the Risks of Nonstructural Earthquake Damage: A Practical Guide. Earthquake Hazards Reduction Series 1.
Scientific Service, Inc., Redwood City, Calif.
SPONS. AGENCY - California State Seismic Safety Commission, Sacramento.; Federal Emergency Management Agency, Washington, D.C.
PUB DATE - Jun 85
NOTE - 168p.; Developed under contract to the Southern California

Washington, DC.
PUB DATE - Mar 90
NOTE - 6p.; For part two, see EA 022 772.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Change Strategies; Elementary Secondary Education; Participative Decision Making; *Resistance to Change; *School Based Management; School Restructuring

Implementing shared decision making in school-based management requires fundamental changes in traditional behavior. Initiation of restructuring systemic authority and decision-making arrangements requires changing deeply held beliefs and developing new roles and relationships. A recent survey of educational practitioners identified eight major barriers to change, which include: (1) fear of taking risks; (2) fear of losing power; (3) resistance to changing roles and responsibilities; (4) lack of trust; (5) lack of definition and clarity; (6) inadequate or inappropriate resources; (7) lack of skills; and (8) lack of hierarchical support. The first five are discussed in this first of a two-issue report; the last three are examined in the second issue. (LMI)

ED 330 059 EA 022 772

Mutchler, Sue E.
Eight Barriers to Changing Traditional Behavior: Part Two. Insights on Educational Policy and Practice, Number 19.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Apr 90
NOTE - 6p.; For part one, see EA 022 771.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Change Strategies; Elementary Secondary Education; Participative Decision Making; *Resistance to Change; *School Based Management; School Restructuring

Findings of a survey conducted in 1989 to identify the difficulties facing educational practitioners when initiating shared decision making in school-based management are presented in this educational policy bulletin. The first of a two-issue report examined five of the eight major barriers to changing traditional behavior: fear of taking risks, fear of losing power, resistance to changing roles and responsibilities, lack of trust, and lack of definition and clarity. The last three obstacles--inadequate or inappropriate resources, lack of skills, and lack of hierarchical support--are discussed in this issue. A conclusion is that given the interdependent nature of the educational system, change at the school site level must be accompanied by change at all levels of the system. (LMI)

ED 330 060 EA 022 773

Pollard, Joyce S.
School-Linked Services--So That Schools Can Educate and Children Can Learn Part 1 . Insights on Educational Policy and Practice, Number 20.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 90
NOTE - 6p.; For parts 2 and 3, see EA 022 775-776.

Healthy Kids for the Year 2000: An Action Plan for Schools.
American Association of School Administrators, Arlington, Va.
SPONS. AGENCY - Metropolitan Life Foundation.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE - 90
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Elementary Secondary Education; Futures (of Society); *Health Education; Health Materials; Health Programs; *Health Promotion; *School Health Services; Student Welfare; Well Being

Education is key to helping people make informed, healthy choices. Children must be healthy in order to learn. Each year approximately 2.5 million children and adolescents are victims of physical, sexual, or emotional abuse or neglect. A similar number of teens become infected with sexually transmitted diseases. To combat these and other health-related problems, school health programs are becoming more comprehensive. Good programs have direct instruction, health services or referrals, and a healthy school environment. Ideally, health programs start in kindergarten and continue through grade 12, include teacher training, have research and evaluation components, and are coordinated by a professional health educator. Developing a comprehensive program consists of 12 steps: (1) making student and staff health a priority; (2) making a policy commitment; (3) forming an advisory committee; (4) assessing health attitudes, behaviors, values, and needs; (5) setting goals and evaluation criteria; (6) deciding on curricula; (7) appointing a coordinator; (8) investing in a staff wellness program; (9) providing staff development; (10) generating long-term funding and commitment; (11) fostering community involvement; and (12) ensuring evaluation and accountability. Appendix A provides a self-evaluation form for school districts' health education activities. Appendix B lists agencies that offer assistance in health promotion. Appendix C lists the school-related objectives of the Public Health Service. (EJS)

ED 330 081 EA 022 804

Davies, Bill; And Others
Using Data in Educational Planning and Decision Making.
Florida Educational Research and Development Council, Inc., Sanibel.
PUB DATE - 89
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Administrator Role; Curriculum Development; *Decision Making; Demography; Educational Improvement; *Educational Planning; Elementary Secondary Education; Family Structure; Futures (of Society); High Risk Students; Information Management; *Information Utilization; Socioeconomic Status
IDENTIFIERS - *Florida Educational Accountability Act 1976

Emphasizing the importance of information in effective planning and decision making, this document reviews the background on data in education both before and after 1976, with particular emphasis on the Florida Educational Accountability Act and its influence on: (1) comprehensive planning; (2) student assessment; (3) management information systems; (4) annual reports; and (5) state-developed

States--raising and distributing education dollars. Information as reported by each of the 50 states is provided. The first section shows the current financing structure used in each state. In 1990, states generally reported four basic approaches--foundation programs, district power equalizing programs, combination approaches, or full state funding. Most states use a foundation program to support funding. Most states also account for special characteristics of students or school districts in their financing formulas, as shown in section 2. The third section reviews state provisions for capital outlay, debt service, and transportation, and the fourth section covers states' accommodation of differences among school districts for special student populations. The fifth section reports on state constitutional and statutory requirements related to school finance. Appendices provide additional educational finance information across the states. Appendix A shows the percent of federal, state, and local revenues for each state, along with average teacher salary and per pupil expenditure. Appendix B provides information on state support for nonpublic schools. Appendices C-F provide supplemental information on state weighting schemes used to allocate funding for special student populations, district and school size characteristics, and grade level differences. Appendix G furnishes school finance terms and notes. (MLH)

ED 330 102 EA 022 835

District Progress toward the State Education Goals.
Colorado State Dept. of Education, Denver.
PUB DATE - 91
NOTE - 369p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Achievement Gains; Average Daily Attendance; Change Strategies; *Educational Objectives; Elementary Secondary Education; Equal Education; Graduates; *Local Norms; *Outcomes of Education; School Demography; *School Districts; *School Statistics; *State School District Relationship
IDENTIFIERS - *Colorado

Through graphs, tables, outlines, and brief descriptions, this document presents information reported in 1990 by each of Colorado's 176 school districts and the Colorado School for the Deaf and Blind regarding district progress toward state education goals in the 1989-90 school year and district plans for 1990-91. Each one-page District Progress 1989-90 description presents: (1) district demographics; (2) graduation, achievement, and attendance outcomes; (3) outcome highlights; and (4) equity progress. Each one-page Reaching for the Future 1990-91 description includes the name and telephone number of the district superintendent, district goals, objectives, and promising strategies. The reports are preceded by a state summary covering the same topics and a glossary of terms and abbreviations. (CLA)

ED 330 103 EA 022 837

Armstrong, Jane; And Others
Designing State Curriculum Frameworks and Assessment Programs To Improve Instruction. ECS Working Papers Series.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY - National Science Foundation, Washington, D.C.
PUB DATE - Apr 89
NOTE - 37p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

motivation. Academic contests and group excursions to plays and ballet performances may also provide gifted students with extracurricular challenges they would not ordinarily encounter in the school environment. (DB)

ED 330 124 EC 300 094

Monaco, Theresa M.; Goodner, Jane
Curriculum Development for Gifted and Talented Middle School Students.

PUB DATE - 89
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Ability Identification; *Curriculum Development; Enrichment Activities; Evaluation Methods; *Gifted; *Independent Study; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Learning Activities; Mainstreaming; *Middle Schools; Research Projects; Student Research; Study Skills; *Talent; Talent Identification; Units of Study

The paper describes a curriculum model developed for gifted and talented students in an integrated middle school program, as a cooperative effort between the College of Education at the University of Houston and a Houston middle school. The program includes identification procedures, curriculum practices, and evaluation techniques. The curriculum is intended to be both differentiated and interdisciplinary. The curriculum consists of subject matter in eight areas: math, science, social studies, language arts, music, art, computer technology, and Spanish. Teachers become teachers/advisors in the program and assist students in individual and group activities according to student interest and subject area proficiency. Results of the initial 5-year pilot phase and a refined pilot phase indicated that students developed independent study skills and decision-making strategies. Teaching teams developed 3-week study guides for each subject area and for interdisciplinary areas. These brief guides identify topics, subtopics, essential curriculum elements, a selection of activities, an evaluation process, and suggested references. Seven study guides are attached. (DB)

ED 330 125 EC 300 095

Oklahoma State Plan FY 91-93: Part B of the Education of the Handicapped Act and Its Amendments.
Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
PUB DATE - 1 Jul 90
NOTE - 548p.; Appended interagency agreements contain semilegible print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Accountability; Agency Cooperation; Compliance (Legal); *Disabilities; Due Process; Educational Legislation; Educational Planning; Educational Policy; Elementary Secondary Education; Federal Legislation; Long Range Planning; Master Plans;

assure staff effectiveness, conduct an annual internal facility audit, and conduct random audits of specific areas of facility operation. (DB)

ED 330 143 EC 300 113

Jackson, Diane L.
Intervention Teachers: A Promising Answer to the Challenge of Educating High School Learning Disabilities Students.

PUB DATE - Nov 89
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Information Analyses/State-of-the-art Materials (070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Consultants; Cooperation; Delivery Systems; High Schools; *High School Students; *Intervention; *Learning Disabilities; Mainstreaming; Resource Teachers; *Special Education Teachers; Team Teaching; Urban Education
IDENTIFIERS - Chicago Public Schools IL

This paper describes the use of special "Intervention Teachers" to address the needs of severely learning disabled (LD) high school students in a Chicago Public High School. In this approach the Intervention Teacher, a trained LD teacher, consults with, helps, and observes the regular teacher's instructional plans and implementation. Intervention teachers attempt to provide effective support services to the subject area teachers and direct instruction to the learning disabled students. Much of the paper provides background to the development of the Intervention Teacher approach including the population involved, the influence of the Chicago School Reform Act which decentralized school responsibilities, the special education supervisory hierarchy in the Chicago Public Schools, the continuum of learning disabilities services in the system (e.g., mainstreaming, resource support services, cooperative team teaching, and the direct instructional approach). The needs and development of the Intervention Teacher approach in the specific school is discussed in terms of problem identification, the team approach, research and review of other programs, and the development of the Intervention Teacher position. Includes 34 references. (DB)

ED 330 144 EC 300 114

Evaluation of the Virginia Governor's Schools.
Virginia State Dept. of Education, Richmond. Programs for the Gifted.
PUB DATE - Sep 89
NOTE - 81p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Elementary Secondary Education; Enrichment Activities; *Gifted; Program Evaluation; Residential Schools; *School Effectiveness; *Special Schools; *State Programs; Summer Schools; Supplementary Education
IDENTIFIERS - *Governors Schools; *Virginia

Virginia Governor's Schools provide gifted students with educational experiences that are otherwise unavailable in their local school divisions. Governor's Schools (previously called Magnet Schools) include 5 academic year schools, 5 summer residential schools, and

DESCRIPTORS - Adult Basic Education; Adult Vocational Education; Educational Quality; *Employment Programs; Evaluation; Federal Legislation; Federal Programs; Job Skills; *Job Training; *Needs Assessment; Postsecondary Education; *Program Effectiveness; Program Evaluation; Publicity; Public Relations; *Recruitment; *Selection

IDENTIFIERS - *Job Training Partnership Act 1982

The first three steps to developing a program that is both effective and efficient are participant selection, recruitment, and assignment. They require thinking about the populations to be targeted, considering how to open the door to the population and how to get the population in the door, and determining the services that are needed. The Job Training Partnership Act (JTPA) serves many in need but the percentages are often lower than those reflected in the eligible national population. Identifying the local populations of need is important and one of the choices that JTPA allows. Four major components for effective recruitment are (1) how well the range of programs and services meet participant needs; (2) the financial and psychological price participants pay to participate; (3) time and location services are available; and (4) the effectiveness of promotion. Programs should also look at what motivates the individual. The assignment decision is a multistep process. It begins with assessment and continues with the development of an employability development plan, training outlines for on-the-job training contracts and classroom training, and ongoing assessment of participants to identify success and other needs. (The final section is a directors' dialog that focuses on programs for special groups. Appendixes include descriptions of tests used by JTPA and the Job Opportunities and Basic Skills (JOBS) program and sample assessment rating sheets and other participant information sheets.) (YLB)

ED 329 658 CE 057 025

Different Worlds: Same Secret.

Springfield City Library, MA.

SPONS. AGENCY - Massachusetts Foundation for Humanities and Public Policy.

PUB DATE - 90

NOTE - 74p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE - Creative Works (Literary and Dramatic) (030), Collected Works - General (020)

DESCRIPTORS - Adult Basic Education; Books; Cultural Differences; Educational Background; Ethnic Groups; *Intercultural Communication; *Multicultural Education; *Personal Narratives; *Poetry; *Reading Materials

The "Brightwood New Authors Project" brought together a group of ten adults from many different ethnic and educational backgrounds to share in the experience of writing and publishing a book. The prose and poetry that resulted from weekly writing workshops featured guest humanities scholars and teachers. Titles include "I Remember When I Met..."; "Soap Box Day"; "Oh, Missing Cupcake"; "Michko"; "My Parents in the New Land"; "Jamaican General Election--1980"; "I Remember"; "The Day J.F.K. Was Shot"; "A Newsboy's Feelings on the Newspaper Strike, 1944"; "Self-Esteem"; "The Accident"; "My First Pair of Tennis Shoes"; "My First Movie"; "Hard Work"; "Honor Thy Mother"; "Nightmares of Falling"; "Sneakers"; "The Green Bottle with the Special Cap"; "The Beginning of a New Life in America"; "Many Kinds of Love"; "Dear Family and Friends"; "Remembering a Shooting"; "97 Hours of Hell"; "Where Were You When..."; and "Letter to Three Teachers." Profiles of eight writers are provided. (YLB)

ED 329 676 CE 057 064

Sterry, Leonard; Nelson, Orville
Development of a Model for a Technology Transfer System That Includes the Wisconsin VTAE System and UW-Stout. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY - Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE - Dec 90
NOTE - 142p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Cooperative Programs; Coordination; Higher Education; *Institutional Cooperation; Literature Reviews; *Models; Resource Centers; *School Business Relationship; State Programs; Statewide Planning; Technological Advancement; Technology; *Technology Transfer; Two Year Colleges; Universities; *Vocational Education
IDENTIFIERS - Vocational Technical Adult Education System; *Wisconsin

A project examined technology transfer programs and developed a model for use by Wisconsin's Vocational, Technical, and Adult Education (VTAE) system that would involve cooperative efforts with the University of Wisconsin and other agencies. Staff reviewed literature on technology transfer and visited six technology transfer organizations. The literature suggested that the successful transfer of new technology required the receiving company to have a perceived need. The receiving company needed assistance in selecting the appropriate technology and preparing employees to use it and follow-up help with any problems. A variety of activities were reported as being involved in technology transfer, ranging from basic research to the application of off-the-shelf technology to common problems in business and industry. Using this information, an advisory committee recommended that the Wisconsin VTAE Model focus on technology deployment and education activities and services; be based on an active approach to technology transfer; and involve a variety of partners in delivering services to companies. A state-level coordinating center and regional technology transfer centers were proposed. (Eight references are listed. Appendixes, amounting to approximately one-half of the report, include advisory committee members, agendas, and meeting minutes; site visit reports; and a literature review on technology transfer.) (YLB)

ED 329 677 CE 057 065

Gebo, Emma M.; Smith, Mack W.
Technical Work Experience vs. College Credit in Meeting the Need for Technically Experienced Industry Trainers/Managers.

PUB DATE - 1 Nov 90
NOTE - 5p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, November 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Bachelors Degrees; *College Credits; Experiential Learning; Higher Education; Human Resources; *Industrial Training; Job Training; *Management Development; Masters Degrees; Personnel

adult learners make informed choices about education and training in the changing economic and demographic context? and How can the requirements of adult learners be used to help shape future European provision? Before arriving at the conference, the 68 participants had reviewed a copy of the commissioned paper, "Educational Guidance for Adults: An Overview of Principles and Practice in the European Community." The conference began with an introduction, its themes, and its role in the 4-year program of the European Bureau of Adult Education, "The Education and Training of Adults in a Changing Employment Market." This opening session included an overview of principles and practice of adult educational guidance in the European Community and a presentation about current policies and developments. The conference considered three country case studies of guidance in the United Kingdom, the Netherlands, and Ireland. The major questions addressed were: How can a country with local guidance systems extend access for adult learners in Europe? How can adult educators anticipate and respond to changes in the labor market in Europe? and What relevance does guidance have for a peripheral country with an underdeveloped system of adult education? Delegates also assessed how far countries have implemented information and counseling services for adults and identified current issues in and the characteristics of adult guidance. The conference featured a panel of delegates from eastern European countries who reported on and answered questions about adult education and guidance in their own countries. The conference concluded with the implications of adult education and training guidance in the future. (Five appendices are included with these proceedings.) (NLA)

ED 329 695 CE 057 104

Barrett, Joan B.; And Others
Lessons for Managers: England's Human Resource Dilemmas. Training and Development Research Center Project Number Forty.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE - May 90
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Developed Nations; *Economic Development; Employed Women; Employment Patterns; Foreign Countries; *Global Approach; Higher Education; *Human Resources; Industrial Training; Job Training; *Labor Force Development; Labor Turnover; Minority Groups; Political Influences; *Productivity; Secondary Education; Social Change; World Affairs
IDENTIFIERS - European Community; *United Kingdom

The countries of the European Community represent a commitment to European economic and political unity as part of a trend toward the globalization of the world's economic life. Economic, social, and political challenges are bound up in economic competitiveness. Countries are examining human resource issues in order to compete for the world market. As skilled and knowledgeable labor are scarce, continuing investment in training and development play a role in business success across the continent and in the global market. Work force demographics in the United Kingdom are an important issue. Although the United Kingdom produces many Ph.D.s., the middle and lower levels of education are not well represented. Sixty percent of students leave school at age 16, when school attendance is no longer compulsory. Some United Kingdom manufacturing is based on a low skill level because the average skill level of workers is low. The aging work force is a major trend; people are living longer, and fewer are being born.

EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - *Agribusiness; Business Correspondence; Expenditures; Facility Inventory; *Instructional Materials; *Money Management; *Recordkeeping; Secondary Education; Special Education

Eight supplementary units are included in these instructional materials for agricultural recordkeeping: (1) receipts; (2) expenditures; (3) cash flow; (4) inventory; (5) financial statement; (6) business agreements; (7) ownership business agreements; and (8) placement training agreements. Each unit contains an introduction, lesson objectives, and study questions. Sections are also included on terms, examples, forms, lesson test, and performance checklist for students. Each unit also contains two skill sheets and an activity sheet. (NLA)

ED 329 714 CE 057 169

Moses, Duane R.
Automated Accounting. Instructor Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY - Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE - Sep 90
NOTE - 495p.; For a related document, see CE 057 170.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Accounting; Business Administration Education; Competence; *Competency Based Education; *Computer Simulation; Computer Software; *Course Content; Course Descriptions; Higher Education; Instructional Materials; Learning Activities; Lesson Plans; *Microcomputers; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education

This curriculum guide was developed to assist business instructors using Dac Easy Accounting College Edition Version 2.0 software in their accounting programs. The module consists of four units containing assignment sheets and job sheets designed to enable students to master competencies identified in the area of automated accounting. The first unit explains microcomputer systems and software operations. It is followed by applied simulations for sole proprietorships (Unit II), partnerships (Unit III), and corporations (Unit IV). The module is designed to allow students to advance at their own pace, progressing from using a preprogrammed data disk to creating their own data disk. Each unit contains some or all of the following elements: objectives, suggested activities/instructional materials, information sheet, transparency masters, handouts, assignment sheets and job sheets, keys to assignment sheets and job sheets, and a test with answer key. Tips for instructor use and 10 references are also included in the guide. (KC)

ED 329 715 CE 057 170

Moses, Duane R.
Automated Accounting. Payroll. Instructor Module.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY - Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE - Sep 90
NOTE - 246p.; For a related document, see CE 057 169.

This report contains data and related information about preservice vocational teacher education programs as offered at U.S. colleges and universities. Data presented are about the institutional and administrative milieu in which vocational education takes place, the professors, curriculum, and instructional parameters. Discussion is also included of possible effects of educational reform upon vocational teacher education. Two survey instruments were used to collect data: an Institutional Questionnaire and a National Survey of Professors of Vocational Education. These questionnaires solicited data on the following categories: (1) institutional characteristics; (2) teacher education program characteristics; (3) student admission and exit requirements; (4) educational reform measures; and (5) teacher educators' demographic characteristics, professional preparation, occupational and educational experience, professional activities, plans in higher education, and course load. Responses were provided by 78 colleges and universities (of 109 surveyed) and obtained from 633 teacher educators. Data about the milieu for vocational teacher education are compiled into three broad categories: institutional characteristics, administrative characteristics, and faculty and student census by program area. Thirty-two tables, 45 figures, 16 references, and 2 appendices (a matrix of colleges with vocational teacher education programs and a list of institutional respondents) are included in this report. (NLA)

ED 329 734 CE 057 216

Beck, Robert H.
General Education: Vocational and Academic Collaboration.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Feb 91
NOTE - 119p.; For related documents, see ED 324 498 and CE 056 525.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Academic Education; *College School Cooperation; Educational Change; *Educational Cooperation; Educational Improvement; Educational Philosophy; *General Education; Higher Education; High Schools; Institutional Cooperation; *Integrated Curriculum; Teaching Methods; *Vocational Education

This paper argues the case for collaboration between vocational and academic education, between vocational and academic teachers, and between the professors who prepare the teachers. The premise is that today's society calls for an education that is "general" in the most comprehensive interpretation of the word; that is, in the sense of literacy or general knowledge of world trends and events along with practical skills. The paper acknowledges the difficulties in establishing collaboration between the fields. For example, teachers are trained as specialists, and their areas of common knowledge are small. In addition, vocational education has been perceived as reserved for the less intellectually gifted. Another barrier is increasing high school graduation requirements, which sometimes exclude vocational subjects. However, the paper asserts that collaboration, not merely cooperation or team teaching, is necessary to prepare young people for the future. Teachers must together identify the areas of knowledge needed by all youth and find ways to teach them across the whole curriculum. The paper suggests methods and provides examples of ways in which collaboration could be used in agricultural education, business and marketing education, home economics education, and industrial field researchers and federal policymakers to use these findings in setting up demonstration programs and in providing general guidance on how to establish such programs in different adult contexts. Among the more important implications of a contextual policy approach has been the call for more comprehensive approaches to serving adults. One innovation in adult literacy development has been the family literacy strategy. However, family and workplace literacy programs, as currently structured, need to be more informed by the cultural or social context of program participants. Barriers to implementation of contextual literacy policy include the issues of transfer, definition, measurement, and effective literacy instruction. To meet the challenges of adult literacy development, a better understanding of the cultural contexts in which adults function is required. Significant bodies of research illuminate the importance of cultural knowledge for more successful educational intervention. Policymakers at the state level must tailor literacy strategies that are informed by the particular social contexts of their communities. (18 references) (YLB)

ED 329 753 CE 057 321

Purdy, Robin; And Others
Equity in California. A Report on the Implementation of Sex Equity in Vocational Education in California.
Wider Opportunities for Women, Inc., Washington, D.C.
SPONS. AGENCY - James G. Irvine Foundation, San Francisco, CA.
PUB DATE - Mar 89
NOTE - 49p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Budgets; Displaced Homemakers; *Educational Legislation; Educational Research; Federal Aid; Federal Legislation; Inservice Teacher Education; One Parent Family; *Program Implementation; *Resource Allocation; Secondary Education; *Sex Fairness; Statewide Planning; Technical Assistance; Two Year Colleges; *Vocational Education
IDENTIFIERS - *California; *Carl D Perkins Vocational Education Act 1984

Provisions related to achieving sex equity in vocational education appear throughout the Carl D. Perkins Act. The most innovative are the Title IIA set-asides for single parents and homemakers and sex equity program. The California State Plan for Vocational Education assigns the responsibilities of the Sex Equity Coordinator to the Sex Equity Consultant of the State Department of Education. However, 50 percent of the 3.5% and 8.5% funds are allocated to the community colleges and administered by the Dean of Vocational Education. In fiscal year 1987-88, $7,108,980 was allocated for activities under the set-asides. Community-based organizations, used as subcontractors to school districts and community colleges, primarily provide outreach, recruitment, and counseling services. Coordination services are funded by set-asides and used by single parent/homemaker programs and sex equity programs. The Department of Education has created these types of programs to meet the Perkins Act objectives: 8.5% set-aside single parent homemaker programs; 3.5% set-aside sex equity programs; inservice training; technical assistance; research and resources; and outreach. The Department of Education reported serving approximately 21,600 single parents and displaced homemakers in 1987-88; it is reported that community college programs served an estimated 39,752 in fiscal year 1986-87. Retention of the set-asides and strengthening, clarification, and expansion of other provisions in and consumer education programs in Illinois. The project also developed instruments and processes that will allow teachers to gather data in their school districts and store the data using a microcomputer. Data collection instruments were based on outcome statements as reported in the Illinois "State Goals for Learning and Sample Learning Objectives" and task lists for the Occupation of Homemaking Program. Research was conducted on a stratified random sample of equal numbers of high school students who graduated between 1979 and 1984 who had been enrolled in two or more home economics classes and those students who had no more than one home economics class. Of a total of 2,015 students, 385 agreed to participate and 333 were interviewed by 20-minute telephone interviews using a Likert-type, 143-item scale. It was found that home economics concepts are considered very important for adult living by the graduates. Graduates who had been enrolled in home economics perceived themselves as significantly more competent in home economics concepts than those who had not been enrolled. Participation in home economics student organizations has an effect on both degree of importance and competence in home economics concepts. The concepts of relationships and management techniques are considered most important with areas in parenting and child development receiving the highest mean rating. Females consistently gave higher ratings to home economics concepts. As a result of the study, recommendations were made in the areas of curriculum development, teacher education, marketing, and further research. (The interview instrument, project correspondence, and fact sheets are appended.) (KC)

ED 329 772 CE 057 356

Knapp, John P.
The Benefits of Consumer Education. A Survey Report.
Eastern Michigan Univ., Ypsilanti. Consumer Education Center.
PUB DATE - 91
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Education; Consumer Economics; *Consumer Education; Consumer Protection; *Economic Factors; *Educational Benefits; Elementary Secondary Education; *Individual Development; Money Management; Quality of Life

In order to gather the views of consumer professionals (teachers, writers, program administrators, and business executives) on the benefits of consumer education, an essay-type survey asked respondents to identify the benefits of consumer education from classroom and community settings for both individuals and society. As a follow-up to the survey, these experts participated in a discussion. The responses provide evidence that modern consumer education teaches more than getting the best buy. Rather, it is a lifelong process essential to the economic well-being of society. Consumer education offers several benefits to individuals; it: (1) encourages critical thinking; (2) imparts life skills that contribute to success in everyday living; (3) promotes self-confidence and independence; (4) fosters broadly accepted values; and (5) improves the quality of life. In addition, consumer education offers several benefits to society: it encourages citizen awareness and promotes a stable society. Finally, consumer awareness offers several benefits to business; it: (1) satisfies customers; (2) creates realistic expectations of products and services; and (3) increases sales. (11 references) (NLA)

ED 329 773 CE 057 357

Stillwater. Curriculum and Instructional Materials Center.
PUB DATE - 91
NOTE - 660p.; Printed on pastel colored paper which may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Arbitration; Behavioral Objectives; Business; *Business Administration Education; Compliance (Legal); Continuing Education; *Exports; Federal Regulation; Instructional Materials; *International Relations; International Trade; Learning Activities; Legal Problems; Lesson Plans; *Management Development; *Marketing; Postsecondary Education; Salesmanship; Teaching Guides; Units of Study

This publication provides instructors with materials for an export management specialist (EMS) training program. The objective of the training program is to assist companies in reaching their export goals by educating current and potential managers about the basics of exporting. It provides a foundation for considering international trade and for organizing export activities. Each of the 22 units contains some or all of these components: unit objectives; suggested activities; specific objectives that provide the content; supplements that help participants apply unit objectives to specific needs of their export operations and provide information needed to complete an assignment; assignments; quick checks for self-evaluation; and assignment and quick check answers. Units cover introduction to exporting; export potential; introduction to market research; foreign trade data sources; market barriers; international marketing plan; export sales; promotion; service after the sale; risks in export sales; terms of sale; financing; payment and collection; export documents and the movement of goods; export packing; insurance; U.S. export regulations and licensing requirements; antiboycott compliance; Foreign Corrupt Practices Act and other issues; dispute prevention and resolution; in-house regulatory compliance programs; and export organization. A glossary is attached. (YLB)

ED 329 792 CE 057 397

Mental Health. Teacher Edition.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE - 91
NOTE - 336p.; Printed on pastel colored paper which may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Alcoholism; Basic Skills; Behavior Disorders; Competency Based Education; *Crisis Intervention; *Drug Addiction; Instructional Materials; Legal Problems; *Mental Health; Patient Education; Postsecondary Education; *Psychopathology; State Curriculum Guides; Teaching Guides

This comprehensive course from the Practical Nursing series of competency-based curricula is designed to prepare students for employment by systematically guiding the students' learning activities from the simple to the complex. These materials prepare health care practitioners to function effectively in the rapidly changing health care industry. The information helps the instructor ensure student mastery of specific outcomes. This curricular competencies, developing a model, designing an evaluation model, providing technical assistance, and conducting a public relations effort. (7 references) (YLB)

ED 329 809 CE 057 825

Lankard, Bettina A.
Worksite Training. ERIC Digest No. 109.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Continuing Education; *Corporate Education; Education Work Relationship; *Industrial Training; *Inplant Programs; *Lifelong Learning; Nonschool Educational Programs; *On the Job Training; Retraining; Skill Obsolescence; Staff Development
IDENTIFIERS - ERIC Digests

Economic, social, and technological changes highlight the value of human resources and employee training. Acquiring the knowledge and skills demanded of today's workers represents a lifelong learning experience that must be nurtured through work-related learning activities and workplace training. For the employer, training supports organizational culture and goals while encouraging efficiency, innovation, and quality in worker performance and productivity. For employees, the benefits are economic and educational. Companies are recognizing that on-the-job training is a major factor in economic growth and productivity. However, a handful of employers make most business training expenditures, employers do not provide training equally across their organizations, and small companies offer less training. Many employers seek outside providers for training and have tried partnerships with vendors and consultants; colleges and universities; secondary and vocational-technical schools; proprietary schools; trade and professional associations; unions; community-based organizations; other businesses; and government agencies. To improve worksite training, (1) employers must identify new knowledge and skill requirements; (2) learning in the workplace should have a lifelong focus; (3) partnerships among all stakeholders in the training enterprise are critical; (4) training strategy should be integrated into corporate strategy; and (5) cost effectiveness should be judged by how well trainees learn what they were supposed to learn. (8 references) (YLB)

ED 329 810 CE 057 826

Kerka, Sandra
Balancing Work and Family Life. ERIC Digest No. 110.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Adult Education; Career Development; *Career

support services, policymaking and staff training. Also included are recommended resources and a checklist for evaluating HIV student support services. (LLL)

ED 329 829   CG 023 198

Bruner, Charles
Improving Children's Welfare: Learning from Iowa.
National Conference of State Legislatures, Denver, CO.
PUB DATE - Nov 90
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *Child Welfare; *Delivery Systems; Family Financial Resources; *Human Services; Institutional Cooperation; *State Legislation
IDENTIFIERS - *Iowa

This report provides an Iowa state senator's perspective on developing state policies to foster collaboration at the service delivery level to meet the needs of children and families more effectively. The first chapter provides two case examples of children that the current system fails. It suggests that simply providing more funding or requiring agency administrators to collaborate will not address individual needs. The second chapter defines collaboration in the context of state policymaking. It describes three elements essential to the collaborative process and four organizational levels at which it must occur. It then introduces the concept of first, second, and third generation approaches to collaboration. The third chapter relates Iowa's experience in fostering collaboration in the child welfare system, through "decategorizing" state funding for such services. It explains some of the potential benefits for families of decategorization and the conditions necessary to develop such a system. The fourth chapter describes a family development grant program. It seeks to link welfare-to-work, child development, and child welfare concerns by focusing on overall family needs. The last chapter discusses how state policy initiatives, drawing from the experiences of these two Iowa programs, can foster collaboration and provide greater service intergration. (16 references) (LLL)

ED 329 830   CG 023 199

Why Are Employees Leaving the Federal Government? Results of an Exit Survey. A Report to the President and the Congress of the United States. A Special Study.
Merit Systems Protection Board, Washington, D.C.
PUB DATE - May 90
NOTE - 67p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Employee Attitudes; *Employment Patterns; Employment Statistics; *Federal Government; *Labor Turnover; Occupational Surveys

The success of virtually every endeavor of the Federal Government depends on the skills, abilities, and motivations of its work force. Yet recent years have seen increasing concern about the quality of the Federal work force and the Government's ability to retain its most capable employees. In any given year, the Government loses nearly 120,000 full-time, permanent, white-collar employees. Knowing about the reasons for leaving is an important first step in developing policies or programs that will help the

Brown, Robert; Skippon, Ron
Student Support Services in the Schools: Actual and Preferred Time Use of Psychoeducational Consultants and Social Workers.
Toronto Board of Education (Ontario). Research Dept.
PUB DATE - 91
NOTE - 30p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Elementary Schools; Elementary Secondary Education; Foreign Countries; *Program Development; *School Psychologists; *School Social Workers; Secondary Schools; *Time Management
IDENTIFIERS - Canada; Toronto Public Schools ON

A needs assessment was conducted within the Toronto (Ontario, Canada) school system. Psychoeducational consultants, social workers, and principals in all elementary and secondary schools were surveyed. A total of 350 questionnaires were returned from 113 schools. In the first section of the survey, respondents were given a list of work-related activities. They were then asked to fill in two pie graphs, indicating time spent on these activities and time they would prefer to spend on these activities. Principals completed two additional pie graphs showing actual time use for the activities. Results indicated that psychoeducational consultants and social workers wanted to allocate their professional activities in much the same way as they were already doing. The greatest suggested change was for time allocated to group programs. Participants thought group programs needed twice the currently allotted time. In the second section of the survey, participants commented on their current and anticipated professional needs. The comments tended to reinforce findings on time use. Participants were especially clear about increasing time devoted to group programs. However, the respondents were concerned that a lack of available time might hinder these and other initiatives. (LLL)

ED 329 851 CG 023 221

Johnson, Debra Steele; Perlow, Richard
The Impact of Need for Achievement Components on Goal Commitment.

PUB DATE - Aug 90
NOTE - 22p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Achievement Need; Aspiration; College Students; Competition; *Goal Orientation; Higher Education; Motivation; Status Need; Work Ethic

A large body of literature examines the effects of goal setting on performance. However, relative to the amount of research examining the goal setting-performance relationship, there has been little investigation of dispositional influences on goal commitment. Understanding why people become committed to goals is important because commitment is a necessary component for goal setting intervention success. A laboratory study examined the effects of three components of need for achievement on goal commitment. It was predicted that need for mastery, need for work, and competitiveness are related to goal commitment. Fifty-two undergraduate students performed nine trials of a complex task and completed a need for achievement scale composed of four subscales. Results of regression analyses revealed that need for mastery

Burak, Patricia A.
Crisis Management in a Cross-Cultural Setting.
National Association for Foreign Student Affairs, Washington, D.C.
SPONS. AGENCY - United States Information Agency, Washington, D. C.
PUB DATE - 87
NOTE - 65p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Counseling; Counselors; *Crisis Intervention; *Cross Cultural Training; *Cultural Awareness; Foreign Culture; *Foreign Students; Higher Education; Multicultural Education; School Personnel

The purpose of this document is to prepare those who work with foreign students for the variety of emergency situations in which a consciousness of cross-cultural differences can be significant. It is primarily intended to provide educational and resource material to those who advise, counsel, and assist foreign students and scholars and their families in the United States. The premise of the manual is that an emergency situation in any setting elicits a series of emotional, psychological, and physiological responses from those in a position to provide assistance, but that in a cross-cultural setting, an additional element of anxiety is introduced due to the unknown aspects of the foreign culture involved. Whether the situation involves a foreign student in an American university, or an American abroad, counselors need to understand and respect the differences inherent in each culture in order to provide rapid, effective, and sensitive treatment of emergency situations. Hence this publication discusses emergency or crisis situations in order to help others prepare in advance to handle them. It addresses issues such as health problems, personal crises in the United States and in the home country, legal and financial crises, suicide, murder, sex-related crises, missing persons, and terrorist activities. Case studies, a directory of resources, and related resource readings are included. (BHK)

ED 329 871 CG 023 242

Zhang, Hong
Career Awareness Program. Project CAP. 1989-90. Final Evaluation Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE - Aug 90
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Bilingual Education; *Career Awareness; *Chinese; *English (Second Language); *English Instruction; Intermediate Grades; Junior High Schools; *Limited English Speaking; *Second Language Learning

An evaluation of the fourth year of funding of the Career Awareness Program (Project CAP) by Title VII of the Elementary and Secondary Education Act is presented. Project CAP provided instruction and support services to Chinese-speaking students (n=285), grades 5 through 9, at 2 intermediate schools in New York City, I.S. 73 in Queens and I.S. 131 in Manhattan. Most students were designated limited English proficient, but a few were English proficient. The program also provided bilingual career awareness classes, staff

This paper examines the crisis of infertility in the context of the biological or instinctual, cultural, and religious root of parenting. A therapeutic approach to the problem of infertility suggests that pastoral care should make a thorough diagnosis of the correlation between the motivation for parenting, role expectations in the social and cultural environment, and the couple's perception of God. Personal motivation, social role expectation, and deterministic conceptions regarding God and human suffering should be taken into consideration and analyzed thoroughly. Two basic assumptions are presented for the development of a therapeutic model. Thesis A promotes the notion of man being created by God as a sexual being. This thesis views sexuality from the perspective of personhood and human identity, which places sexual roles in the more comprehensive context of human identity and Christian discipleship. Thesis B provides a positive view of single life and the childless marriage as legitimate options for a full adult life. This alters the perception that marriage and having children are imperative, and they become options rather than obligations. Furthermore, it is important to view God as bending toward the infertile couple and identifying Himself with their pain, loss and grief. Couples usually view God from a deterministic perspective and are desperately in need of a consoling perspective emphasizing God's profound love for the individual in the midst of tragedy and suffering. (LLL)

ED 329 892　　　　CG 023 264

Parks, James P.; And Others
An Examination of the Differences between Type A and B Individuals on Hardiness.

PUB DATE - 90
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - College Students; Heart Disorders; Higher Education; Personality Assessment; Psychological Characteristics; *Stress Variables; *Type A Behavior; Type B Behavior
IDENTIFIERS - *Hardiness

This study examined the differences between Type A and B individuals and their hardiness. Although it is thought to be an independent risk factor for coronary heart disease, the role of Type A behavior in other disease processes or general health has not been established. Because Type A has been hypothesized to be a maladaptive coping strategy against stress, one might expect the behavior pattern to act as an augmenting stress-moderating variable. To test this hypothesis, two self-report measures were administered to the 150 participants in the sample. The Jenkins Activity Survey (JAS) was used for assessing Type A and B behavioral patterns among participants and the Hardiness Questionnaire was used to determine those participants with hardy personalities who seem especially stress-resistant. There were 74 Type A personalities and 76 Type B personalities in the sample. A multivariate analysis was conducted to examine how Type A personalities differed from Type B personalities on hardiness and the three subscales of the Hardiness Questionnaire, which are commitment, control and challenge. Results indicated that Type A individuals had significantly higher hardiness scores than Type B individuals. Further analysis revealed significant differences between Type A and B individuals on the Hardiness Questionnaire subscale of commitment. (Author/LLL) students' abilities to locate the main idea in written text. The researcher worked with the students 3 hours each morning for 8 weeks, devoting approximately 2 hours of that time to reading comprehension by teaching correct strategies for identifying the main idea. Question and answer sequencing along with repeated readings and making predictions were among the strategies implemented to improve main idea identification. Precision teaching was used to involve students in the learning process and to monitor improvement of daily scores. Results indicated increased levels of achievement for all members of the target group. (One table is included and 18 references are attached. Appendixes include: Story Framing, Logarithmic Chart, Daily Task Sheet, Pictures Can Reinforce Main Idea Identification, Identifying the Main Idea in Another Student's Short Story, Main Idea Sentence Strip, Semantic Mapping, and Academic Methods/Organizational and Management Techniques Pre/Posttest Scores.) (Author/MG)

ED 329 911 CS 010 462

A More Literate Georgia: An Agenda for Action. A Report by the Dean's Literacy Task Force.
Georgia Univ., Athens. Coll. of Education.
PUB DATE - 15 Nov 90
NOTE - 41p.; Partial support for this work has been provided by a grant from the Coca Cola Foundation.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Collected Works - General (020)
DESCRIPTORS - Basic Skills; Elementary Secondary Education; *Literacy; Literacy Education; Minimum Competencies; Preschool Education; Reading Skills; *Remedial Programs; Writing Skills
IDENTIFIERS - *Georgia

The essays contained in this document, which launches the University of Georgia Education Initiative, attempt to address Georgia's need for increased literacy in realistic and constructive terms. Taken together, these essays constitute an agenda for action--a challenge to all those who wish to provide Georgians with the quality education they deserve. After an introduction by Alphonse Buccino, the following five papers are presented: (1) "Preschool Literacy Development in Georgia" (Stephen White); (2) "Literacy Development in Georgia's Elementary Schools" (JoBeth Allen); (3) "Literacy Development in Georgia's Middle and Secondary Schools (Donna Alvermann); (4) "Adult Literacy Education in Georgia" (Thomas Valentine); and (5) "The Social and Political Dimensions of Literacy" (Joel Taxel). (KEH)

ED 329 912 CS 010 463

Spiegel, Dixie Lee; And Others
The Effects of Four Study Strategies on Main Idea and Detail Comprehension of Sixth Grade Students.

PUB DATE - Nov 90
NOTE - 17p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Grade 6; *High Risk Students; Intermediate Grades; Learning Strategies; *Reading Comprehension; Reading Instruction;

PUB DATE - Nov 90
NOTE - 22p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Educational Innovation; Educational Research; *Inservice Teacher Education; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Middle Schools; Models; School Restructuring; *Teacher Administrator Relationship
IDENTIFIERS - *Collegial Coaching; Instructional Hierarchies; Instructional Management

A preliminary study described the effects of collegial coaching (classroom-based collaborative, self-reflective professional dialogue among teachers and administrators for the purpose of improving practice) on middle school teachers' classroom restructuring efforts and their conceptual understanding of effective literacy instruction and instructional leadership. Subjects, a female reading educator, a female middle school principal, and three of the principal's literature teachers enrolled in a year-long, school-based literacy course taught by the reading educator, completed teacher concept questionnaires and reflective journals as part of the course. Data were also gathered through open-ended discussions and field notes of classroom observations and coaching sessions. Preliminary results indicated: (1) some teachers' conceptual understandings about instructional leadership were slow to change, which may explain why it is so difficult for some teachers to assume new roles in restructuring schools; and (2) while there is tremendous potential for collegial coaching as a way of helping teachers assume new roles in restructuring schools, its true potential may never be realized unless apparent problems associated with providing it are resolved. (One table describing the four phases of the study is included; 15 references are attached.) (RS)

ED 329 932 CS 010 484

Herrmann, Beth Ann
University of South Carolina Student Literacy Corps Project.

SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Nov 90
NOTE - 35p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Educationally Disadvantaged; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Middle Schools; Parent Participation; Preservice Teacher Education; *Program Descriptions; *Reading Instruction; *Supplementary Education; *Tutorial Programs; Tutoring; *Writing Instruction
IDENTIFIERS - Family Literacy; South Carolina; *Student Literacy Corps

The primary purpose of the Student Literacy Corps Project is to: (1) improve the literacy skills of approximately 200 educationally disadvantaged children and increase the parents' involvement in their children's literacy development; (2) provide a tutoring experience for approximately 45 undergraduate students and a the comprehension of the two samples of students when one sample was taught the vocabulary of the entire selection while the other was taught the vocabulary of the specific passage. The control sample was comprised of five perceptually impaired students and the experimental sample was comprised of six perceptually impaired students. The control sample was instructed in all the vocabulary words for each reading selection for a period of 30 days. The experimental sample was instructed in all the vocabulary words for their immediate reading passage for a period of 30 days. Results showed no significant difference between the two methods of instruction. The control group did perform slightly better than the experimental group, indicating that perceptually impaired children may benefit from a comprehensive view of the vocabulary for the entire reading selection. (Two tables of data are included and 36 references are attached.) (MG)

ED 329 951 CS 010 509

Stevenson, Sally L.
Vocabulary Development.

PUB DATE - May 91
NOTE - 55p.; M.A. Thesis, Kean College.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - Grade 6; *Instructional Effectiveness; Intermediate Grades; Reading Instruction; Reading Research; *Schemata (Cognition); Vocabulary; *Vocabulary Development
IDENTIFIERS - Semantic Mapping; Word Choice

A study was conducted to determine whether using the schema method for vocabulary instruction would be significantly greater than using the dictionary method for vocabulary instruction. Subjects were 12 sixth grade students who were divided into two sample groups and received different forms of vocabulary instruction for 10 weeks. Each sample was taught 20 words per week. Two vocabulary tests were given during the 10-week period. Although the schema sample achieved a higher mean score than the dictionary sample, results indicated that there was no significant difference between the two sample groups. (One table of data is included and 22 references are attached. Appendixes include 10 word lists and 2 vocabulary tests.) (MG)

ED 329 952 CS 010 512

Seaver, Joanne
The Effect of Pre-Reading Vocabulary Development Strategies on Sixth Grade Science Test Results.

PUB DATE - May 91
NOTE - 35p.; M.A. Thesis, Kean College.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - *Content Area Reading; Grade 6; Instructional Effectiveness; Intermediate Grades; *Learning Strategies; Middle Schools; Reading Research; Science Education; *Science Instruction; *Vocabulary Development
IDENTIFIERS - Middle School Students; New Jersey; Prereading Activities; Semantic Mapping

A study examined the effect of three different prereading vocabulary development strategies on sixth grade science test results. Subjects, 81 sixth-grade students from a suburban, middle-class school in Union County, New Jersey, were divided into four

Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Class Activities; *Classroom Techniques; Educational Strategies; Higher Education; Instructional Innovation; *Learning Readiness; Motivation Techniques; Prewriting; Public Relations; Technical Writing; Writing Exercises; *Writing Instruction
IDENTIFIERS - Writing Contexts; *Writing Development

Many communication majors expect to do little written communication, since skill in oral communication is more developed if not preferred. Before a student writes or becomes engaged in the rational and logical process of evaluating writing, he or she is in the stage of clearing the mind for action. A non-rationalistic approach to writing seeks to clear the mind of "thinking." This approach is especially useful for public relations writing since many corporation chiefs complain that today's students are technicians and do not think. More and more evidence indicates that public relations professionals must be flexible writers who can produce a variety of formats ranging from pitch letters, public announcements, news releases, to newsletters. In class, students can perform simple relaxation exercises as their first activity. Another exercise, using a computer, has students fill a page with words without "thinking." This "brainstorming" stage allows the writers to relax, to stop judgment on their thoughts, and at the same time to produce a large body of material for editing. In the next step the students become editors. Sharpening editing skills can involve testing inspection skills. Writing is also a visual process, with similar principles applying to graphics as words and graphics as pictures. As an exercise students are instructed to draw lines (no pictures or symbols) indicating different emotions. Comparisons can then be made. These exercises have definite benefits in the production and evaluation of writing. (TD)

ED 329 974 CS 212 724

Smart, Karl
Sifting through the Essential Fictions of Nonfiction: Contextualizing Ben Franklin.

PUB DATE - Nov 90
NOTE - 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120), Historical Materials (060)
DESCRIPTORS - *Audience Awareness; *Biographies; *Discourse Analysis; Literary Devices; *Literary History; Literary Styles; Rhetorical Theory; Story Grammar; Writing for Publication; Writing Skills
IDENTIFIERS - *Franklin (Benjamin); *Points of View (Writing)

One of the greatest myths or fictions of nonfiction is that it contains no fiction. Ben Franklin's flight from Boston to Philadelphia illustrates how changes occur in the retelling of the "facts" of a life. In his "Autobiography," Franklin writes that his friend, Collins, arranged for a ship's passage for Franklin by telling the ship's captain that Franklin "had got a naughty Girl with Child." During the nineteenth century biographers altered the story, making it more readable to the public at large. "Naughty Girl" became "girl of bad character"; pregnancy became "intrigue"; and responsibility for the story passes to Collins. By the end of the century, some writers chose to eliminate the passage

error followed by capitalization, punctuation, grammar, and context. (One table of data is included and 19 references are attached.) (Author/SR)

ED 329 996 CS 212 750

Ward, Linda R.
Cooperative Learning--Its Effect on Rote Memorization.

PUB DATE - Apr 91
NOTE - 38p.; M.A. Thesis, Kean College.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - *Cooperative Learning; Educational Research; English Curriculum; English Instruction; Grade 9; Grouping (Instructional Purposes); High Schools; *Instructional Effectiveness; *Learning Strategies; *Memorization; *Prepositions; Rote Learning
IDENTIFIERS - New Jersey

A 2-week study was conducted to determine what effect the practice of cooperative learning had on the rote memorization of 51 prepositions in ninth-grade English classrooms. One class of 15 students acted as a control group, memorizing the prepositions independently, in a traditional setting. Another class of 15 students acted as the experimental group, studying the prepositions in learning groups. Each group was given the same time parameters and was tested independently. Grades were based on the percentage of prepositions memorized. The control student's grade was based on his/her own achievement, while the experimental student's grade was composed of 75% on his/her own achievement and 25% on the achievement of his/her learning group. Results indicated that there was no significant difference in the results of the two groups although the experimental group posted the greatest gain. (Two tables of data are included and 20 references are attached.) (MG)

ED 329 997 CS 212 756

Gozzi, Raymond, Jr.
The Metaphor of the Mind-as-Computer: Some Considerations for Teachers.

PUB DATE - Mar 91
NOTE - 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Artificial Intelligence; Cognitive Processes; *Computers; Futures (of Society); Higher Education; Language Attitudes; *Language Role; Man Machine Systems; *Metaphors; Secondary Education; Teacher Role

A metaphor and ongoing debate of the information age is that the mind is a computer or that, conversely, the computer has a mind. Since the debate is conducted using anthropomorphic metaphors such as "intelligent," "memory," and "friendly" (terms from humanity), the language itself pressures the discussion towards the conclusion that computers will surpass humans. In discussing the potentials of future computers, people are really just exploring the implications of their metaphors. For example, they say that the "intelligent" computer will someday "understand" natural language. The use of metaphor prompts people to make exaggerated

DESCRIPTORS - Body Language; College Students; Communication Research; Discourse Analysis; Higher Education; Interpersonal Attraction; *Interpersonal Communication; *Personality Assessment; Personality Measures; *Personality Traits; Q Methodology; Rapport; Social Cognition
IDENTIFIERS - *Communication Styles; Q Statistic

A study categorized self-perceptions of subjects regarding their feelings about initial communication interaction. Using Q-Technique, a total of 138 subjects, mostly students at a midsized, midwestern, urban university enrolled in interpersonal communication courses, were studied through the use of two structured Q-sorts containing statements about nonverbal communication, verbal communication, physical setting, social setting, and decisionmaking. The development of the measure was used as a means of teaching students about interaction and context in the initial stage of relational development. Results indicated there were six communicator styles: (1) the "tentative communicator" who is rhetorically sensitive; (2) the "deliberate communicator" who thinks he or she makes definitive judgments about first impressions; (3) the "searching communicator" who is apprehensive; (4) the "open communicator" who is nonjudgmental; (5) the "particular communicator" who is critically judgmental; and (6) the "awkward communicator" who is caring but lacks skills. (Two tables of data are included; 51 references are attached.) (Author/TD)

ED 330 018 CS 507 420

Jensen, Marvin D.
Assignments To Increase International Awareness in the Basic Course.

PUB DATE - 11 Apr 91
NOTE - 14p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Audience Analysis; Audience Awareness; Class Activities; *Classroom Techniques; *Cultural Awareness; Cultural Differences; Educational Strategies; Higher Education; Information Sources; *Instructional Innovation; *Intercultural Communication; *Introductory Courses; Public Speaking; *Speech Communication
IDENTIFIERS - Communication Context; Speech Communication Education

The basic collegiate course in speech communication, with its attention to public speaking, can provide experiences which increase international understanding. To widen sources of information, students could be assigned to conduct an interview with a foreign student or professor or a U.S. soldier who has returned from overseas, providing both background and specific information about an international topic such as the Gulf War. Or students could be asked to compare the coverage of a particular event in a U.S. and a foreign newspaper. To increase understanding of speeches by leaders from other countries, students could compare a videotape of the questioning of the British prime minister in Parliament with a press conference held by the President of the United States. Classroom analysis of speeches made by foreign dignitaries to the U.S. Congress could focus on the audience adaptation of the speakers. To improve adaptation to non-U.S. audiences, students could listen to speeches for allusions that are culturally specific. Students could be assigned to prepare a speech in response to that foreign dignitary, to be delivered in the embassy of the dignitary's home country. These

Earthquake Preparedness Project.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143)
DESCRIPTORS - Annotated Bibliographies; Buildings; Checklists; Cost Effectiveness; Cost Estimates; *Earthquakes; Emergency Programs; *Facility Guidelines; *Facility Improvement; Facility Requirements; Government Publications; Natural Disasters; Office Machines; *Safety; *Seismology; Structural Elements (Construction)
IDENTIFIERS - Federal Emergency Management Agency; *Nonstructural Elements (Construction)

The purpose of this booklet is to provide practical information to owners, operators, and occupants of office and commercial buildings on the vulnerabilities posed by earthquake damage to nonstructural items and the means available to deal with these potential problems. Examples of dangerous nonstructural damages that have occurred in past earthquakes include broken glass, the overturning of tall and heavy shelves, falling overhead light fixtures, ruptured piping containing hazardous substances, and falling pieces of brickwork or precast concrete panels. Typical nonstructural items are described in terms of their earthquake damageability relative to different intensities of shaking. Charts illustrate high-moderate-low statements of life safety and outage risks and percent replacement cost estimates. The most promising countermeasures for protecting each item from earthquake damage are provided. Photographs illustrate actual instances of damage to each type of nonstructural item. Within the document are 23 figures; appended are 12 references and a 14-item annotated bibliography. (MLF)

ED 330 039 EA 022 733

Seismic Considerations--Elementary and Secondary Schools, Revised Edition. Earthquake Hazards Reduction Series 34.
Building Seismic Safety Council, Washington, DC.; National Inst. of Building Sciences, Washington, DC.
SPONS. AGENCY - Federal Emergency Management Agency, Washington, D.C.
PUB DATE - May 90
NOTE - 102p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Cost Effectiveness; *Earthquakes; *Educational Facilities Design; *Elementary Secondary Education; Emergency Programs; *Facility Guidelines; Government Publications; Legal Responsibility; *Safety; *Seismology; Standards; Structural Elements (Construction)
IDENTIFIERS - Federal Emergency Management Agency

Elementary and secondary schools deserve special attention with respect to seismic safety because of their special occupancy characteristics and their importance to immediate and long-term earthquake disaster relief and recovery efforts. Seismic safety provisions, when incorporated in a sound design from the very beginning, usually amount to only about 1.5 percent of the cost of construction. General information concerning the seismic hazard and seismic design for elementary and secondary schools is contained in part 1 of this publication. Part 2 contains more

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Community Services; Cooperative Programs; *Delivery Systems; Elementary Secondary Education; Human Services; School Community Programs; School Community Relationship; Shared Resources and Services

The expanded role of schools in integrating various service providers to address the needs of at-risk students and their families is discussed in this educational policy bulletin. The debate about the extent and means of the broadening school scope is reviewed and the types of school-linked service delivery programs are outlined. Characteristics of programs that successfully link education, health, and human services are also presented. A conclusion is that the resulting organizational structures are diverse and unique to the populations they serve; and no signle correct model of school-linked delivery programs exists. (LMI)

ED 330 061 EA 022 774

Duttweiler, Patricia Cloud
Recommendations for Implementing School-Based Management/Shared Decision Making. Insights on Educational Policy and Practice, Number 21.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jul 90
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Elementary Secondary Education; Participative Decision Making; Program Development; *Program Implementation; School Based Management; School Restructuring

Recommendations for implementing school-based management and shared decision making are presented in this educational policy bulletin. Based on a literature review and reported experiences of educational practitioners, four recommendations include: transformation of authority at district and school site levels; development of a systemwide collegial culture; provision of professional development at all levels; and commitment to participative decision making. A conclusion is that implementation of school-based management requires fundamental changes in traditional behavior and the development of new roles and relationships that empower and build commitment among school and district staff, parents, and the community. (LMI)

ED 330 062 EA 022 775

Pollard, Joyce S.
School Linked Services--So That Schools Can Educate and Children Can Learn, Part 2. Insights on Educational Policy and Practice, Number 22.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Aug 90
NOTE - 6p.; For parts 1 and 3, see EA 022 773 and EA 022 776.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120)

standards. After brief mention of the Federal Wall Chart that charts state-to-state comparisons, the problems and prospects administrators have regarding data are described. Current and future demographics are reviewed in terms of race, ethnicity, age, family structure, and economic class, and four related generalizations are given. Last, this document reviews the use of data in effective schools, educational improvement, and site-based decision making and discusses curriculum improvement, at-risk students, school and district profiles, communicating with data managers, and Management Information Systems (MIS). Names and contacts for the Florida Educational Research Council Board of Directors, advisers, and council members are appended. (8 references) (CLA)

ED 330 082 EA 022 805

Epstein, Joyce L.; Mac Iver, Douglas J.
Education in the Middle Grades: Overview of National Practices and Trends. Report No. 45.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Feb 90
NOTE - 93p.; Some light print in appendices may not reproduce adequately in paper copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Educational Objectives; *Educational Practices; *Educational Trends; Elementary Secondary Education; Instructional Program Divisions; *Middle Schools; National Surveys; *Public Schools; Remedial Programs; Report Cards; School Counseling; School Size; School Surveys; Teacher Certification; Teacher Qualifications; Team Teaching; Transitional Programs

In spring 1988, the Johns Hopkins Center for Research on Elementary and Middle Schools (CREMS) conducted a national survey of principals in 2,400 public middle grade schools that include grade 7. Using the 1988 survey date, this document presents an overview of educational approaches and practices in schools that serve early adolescents. Topics examined include: (1) grade span; (2) size; (3) grouping; (4) number of teachers per students; (5) changing classmates; (6) homeroom and advisory periods; (7) guidance counselors; (8) teams of teachers; (9) curriculum; (10) instruction; (11) goals for students; (12) transitions and articulation practices; (13) remediation; (14) report card entries; (15) teacher certification; and (16) teacher talents. This document also summarizes principals' reports of their overall evaluation of present practices and presents four conclusions regarding middle grades reform based on survey data. The survey is appended. (50 references) (CLA)

ED 330 083 EA 022 806

Mac Iver, Douglas J.; Epstein, Joyce L.
Responsive Education in the Middle Grades: Teacher Teams, Advisory Groups, Remedial Instruction, School Transition Programs, and Report Card Entries. Report No. 46.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Feb 90
NOTE - 48p.; Some tables may not reproduce adequately in paper copy.
LANGUAGE - English

PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Curriculum Design; Curriculum Development; Educational Assessment; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Science Curriculum; State Curriculum Guides; State Programs; Textbook Selection

In a study designed to determine the impact of state curriculum initiatives on curriculum framework, student assessment, and textbook adoption in the science curriculum, researchers interviewed state education agency staff, completed four case studies in four districts, and surveyed 100 school districts at random in each of the three diverse states sampled. Following a detailed summary of document contents, this document uses the survey results to identify and describe the impacts of state initiatives on science curricula. The development, design and specificity, and dissemination of state curriculum frameworks are discussed and state assessment programs are examined in terms of content alignment, scoring metrics, sampling items, teaching to the test, item content, and investigative instruction. State textbook adoption policies are discussed in terms of curriculum and framework alignment, resources for textbook training and selection, and adoption incentives and five strategies related to curriculum change implementation and technical assistance are described. State initiatives are shown to have either neutral or positive impacts on science curricula. A final section discusses the implications of study results for state policy. (4 references) (CLA)

ED 330 104 EA 022 839

Altenberger, Alicja
Educational Exchanges between the United States and the Soviet Union.
Harvard Univ., Cambridge, MA. Monroe C. Gutman Library.
PUB DATE - Dec 89
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131), Collected Works - Serials (022)
DESCRIPTORS - Annotated Bibliographies; *Cultural Exchange; *Cultural Interrelationships; Exchange Programs; Higher Education; *Intercultural Programs; International Educational Exchange; *International Programs; *International Relations; Postsecondary Education; Secondary Education
IDENTIFIERS - *USSR

Following a brief introductory discussion concerning organizations, activities, and agreements that promote exchanges between the United States and the Soviet Union, this document provides: (1) an annotated bibliography of 18 ERIC documents and books on cultural, scientific, and educational exchanges between the U.S. and the U.S.S.R.; and (2) a bibliography of 70 journal and magazine articles that address the same subject. (CLA)

ED 330 105 EA 022 841

Veal, Mary Lou; And Others
A Revisionist View of Intervention.

SPONS. AGENCY - Danforth Foundation, St. Louis, Mo.
PUB DATE - Apr 91
NOTE - 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

Needs Assessment; Records (Forms); *Special Education; Staff Development; State Legislation; *State Standards
IDENTIFIERS - *Education for All Handicapped Children Act; *Oklahoma
This document contains Oklahoma's State Plan for education of students with disabilities in fiscal years 1991-93, along with the following support materials: the Oklahoma Policies and Procedures Manual for Special Education; the text of selected Oklahoma state laws on special education; a set of Oklahoma interagency agreements; a guide for parents and school administrators concerning the state's due process procedures; the local education agency district plan for special education with requirements for submission; the Special Education Policies and Procedures Manual for Use of Federal Funds; and a public agency monitoring document for special education. Also included are samples of 25 special education and special services forms; excerpts from Public Law 94-142, the Education for All Handicapped Children Act; a checklist to ensure compliance with due process requirements; due process forms; training standards for hearing and appeal officers; and a suggested needs assessment for district compliance. (DB)

ED 330 126 EC 300 096

Policies and Procedures Manual for Special Education in Oklahoma.
Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
PUB DATE - 91
NOTE - 160p.; For an earlier edition, see ED 319 220.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Ancillary School Services; Communication Aids (for Disabled); Confidentiality; Delivery Systems; *Disabilities; Due Process; Early Childhood Education; Educational Legislation; Elementary Secondary Education; Eligibility; Evaluation Methods; Handicap Identification; Individualized Education Programs; Inservice Teacher Education; Mainstreaming; Paraprofessional School Personnel; Parent Participation; Records (Forms); *Special Education; State Legislation; State Programs; State School District Relationship; *State Standards; Student Evaluation; Transportation
IDENTIFIERS - *Oklahoma
The manual is intended to support the Oklahoma State Plan for Special Education by establishing minimum standards for program approval, for determination of pupil eligibility, and for appropriate programming within the least restrictive environment. After delineating responsibilities of state and local agencies, the following programmatic aspects are addressed: child identification; parental involvement; surrogate parents; category definitions, state regulations and class size; general information (e.g., children's ages, length of school day, discipline, grading, and teacher certification); least restrictive environment; confidentiality procedures; service delivery procedures; evaluation; speech and language; learning disabilities; physical impairments; categorical eligibility; Individualized Education Programs; related services; paraprofessionals; and removal from special education. The following topics are also covered: transportation of handicapped children; augmentive communication devices; early childhood services; regional service centers; state and federal funding; special services; personnel development; due process; and program monitoring. Twenty-five special education and special services sample forms are also provided. The text of

20 summer regional schools. This report, produced in response to a request from the Virginia Senate Education Finance Committee, describes critical events that have shaped the development of Governor's Schools, describes development of the evaluation system, reviews the results of 1986-1988 evaluations, presents the results of the 1989 evaluation, provides a description of major accomplishments of Governor's Schools, and provides recommendations for continued improvement. The evaluations indicated that Governor's Schools are generally accomplishing their stated mission and have made significant progress in providing appropriate educational experiences for gifted students. Recommendations presented by the 1989 evaluation teams indicated that four primary areas should be improved: curriculum and instruction; staff recruitment, selection, and development; student recruitment and selection; and Department of Education administration of Governor's Schools. A list of Governor's School programs, with locations, directors, grade levels, number of students' served, and dates of operation, is included. (JDD)

ED 330 145 EC 300 115

McDonald, Barbara
Oregon Handbook for Parents of Talented and Gifted Children.
Oregon State Dept. of Education, Salem. Div. of Special Student Services.
PUB DATE - 90
NOTE - 68p.; A grant was provided by the Oregon Association of Talented and Gifted. For related documents, see EC 300 116-119.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Ability Identification; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Federal Legislation; Federal Regulation; *Gifted; Intelligence Tests; Models; *Parent Role; Parent School Relationship; *Program Development; State Legislation; Student Characteristics; *Student Evaluation; Student Needs; *Talent
IDENTIFIERS - *Oregon

This handbook was developed to assist Oregon parents in understanding the needs of gifted children and the important role parents have in their public school education. Information presented is in response to needs identified by Oregon parents. The handbook begins with an article by Gary Eisler titled "Playing TAG with Oregon's Future," which describes efforts to provide challenging experiences for Oregon's gifted students to keep them interested in school. The handbook also describes: (1) national and state laws for education of talented and gifted students; (2) administrative rules adopted to implement the laws; (3) characteristics of intellectually gifted children in terms of behavior, learning, creativity, and motivation; (4) procedures used in identifying Oregon gifted children and testing instruments commonly used; (5) models for school programs and services; (6) guidelines for what parents can do at home to facilitate learning; and (7) parents' role in the school/home partnership. Appendices contain the text of relevant sections of the Jacob K. Javits Gifted and Talented Students Education Act of 1988, a description of a federal grant to improve talented/gifted education in Oregon, a six-item bibliography, and a list of 16 recommended readings. (JDD)

ED 330 146 EC 300 116

ED 329 659 CE 057 032

Recruiting Adult Nonreaders from the Inner City. A Summary Report of the Activities of Project LINC: Literacy Improvement Needs Collaboration.
Bridgeport Public Schools, Conn.; Connecticut Coalition for Literacy.; Connecticut State Dept. of Education, Hartford.
SPONS. AGENCY - Gannett Foundation, Arlington, VA.
PUB DATE - Nov 90
NOTE - 46p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Black Community; *Blacks; Churches; *Community Involvement; Community Resources; Educational Cooperation; *Inner City; *Literacy Education; Program Effectiveness; Program Implementation; *Student Recruitment
IDENTIFIERS - Connecticut (Bridgeport)

A 2-year demonstration project called Literacy Improvement Needs Collaboration (LINC) was conducted in Bridgeport, Connecticut, to stimulate greater minority participation in local literacy programs. Project LINC's overall goal was to increase participation of adult students and tutors from the black community by using two general strategies: direct involvement of community representatives and leaders in all phases of program planning and service delivery, and multiple recruitment methods, focused primarily within neighborhood churches. In general, these approaches were successful. Some of the results were the following: (1) 381 mostly black participants went through the LINC intake process, with 117 students enrolled in LINC tutorial classes and the rest referred to other programs; (2) of the 117 LINC students, 85 (75 percent) were still receiving instruction at the end of the project; and (3) 59 volunteers were trained as tutors, with 85 percent still participating at the end of the project. (Appendix includes a copy of the pretest, reading/listening inventory, oral reading test, and volunteer registration form used in the project.) (KC)

ED 329 660 CE 057 034

Training the American Workforce. Conference Proceedings (San Francisco, California, November 14-16, 1990).
National Governors' Association, Washington, DC. Center for Policy Research.
PUB DATE - Nov 90
NOTE - 178p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Accountability; Adult Education; Apprenticeships; At Risk Persons; Cooperative Programs; Coordination; Delivery Systems; *Economic Development; Employment Opportunities; Employment Services; *Government Role; Government School Relationship; Job Development; Job Skills; *Job Training; *Labor Force Development; Labor Needs; *Literacy Education; Minority Groups; Needs Assessment; Postsecondary Education; Program Effectiveness; Program Improvement; Public Sector; School Business Relationship; Secondary Education; State Government; State Programs; Unions; Vocational Education; Youth Programs

These conference proceedings contain 18 presentations that represent

Management; Prior Learning; Teacher Education; *Trainers; Vocational Education; Vocational Education Teachers; *Work Experience Programs
IDENTIFIERS - Idaho State University

Enrollment data confirmed that by fall of 1985, half of the 70 students enrolled in vocational teacher education coursework at Idaho State University (ISU) were involved in corporate training outside of vocational education. ISU's Vocational Teacher Education (VTE) Program has developed a new degree program for corporate trainers that maintains many of the same core requirements as the vocational teacher education degree, but deals with the differences primarily in the elective courses. The Bachelor's Degree in Corporate Training (CT) provides teaching skills for individuals who are career professionals in training and development. The university grants credit for work experience as part of this corporate training degree program. Students in the CT program earn credit for their technical experience in such areas as auto mechanics, merchandising, food service, data processing, and nuclear technology. The third component of the CT degree is composed of required and elective courses directed toward training. The new Master of Education Degree in Occupational Training Management (OTM) continues to build on an individual's training competencies by providing supervisory/managerial skills. Two options are available: vocational program management and industrial training management. Currently, enrollment in degree programs totals over 350 students, with the majority of these students selecting the corporate or industrial programs. Many vocational teachers have opted for CT or industrial OTM because these programs meet vocational certification requirements and provide them with greater flexibility should they return to the private sector. The vocational teacher education program at ISU has benefited by helping both corporate trainers and vocational teachers to establish contacts for cooperative efforts. (NLA)

ED 329 678 CE 057 066

Sobol, Thomas
Occupational Education in the Large Five Cities. Statement before the New York State Assembly Education Committee (Albany, New York, March 2, 1988). Capsule Report 88-11-CR-A.
New York State Education Dept., Albany. Office of Occupational and Continuing Education.
PUB DATE - 2 Mar 88
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Educational Demand; Educational Improvement; Educational Needs; *Educational Planning; *Futures (of Society); Job Training; Labor Force Development; Postsecondary Education; School Districts; Secondary Education; *Statewide Planning; *Urban Areas; *Vocational Education
IDENTIFIERS - *New York

This document reports the policy statement of the President of the University of the State of New York regarding vocational education in the five largest cities in the state. The statement provides background on how changes in the economy and the organization of work will affect the skills needed by the work force of the future. It also indicates how the educational system is working with business and labor to address this issue, and how vocational education is changing to meet the needs of business and industry. The report also points out the Regents' concern for ensuring that students in the large cities of New York State have access to

It appears that women and minorities make up the new work force. However, discriminating attitudinal barriers exist. The more organizations attract, retain, and develop skilled employees, the more their employees can do to further the production of goods and services that will be in demand in the global economy. There are four "lessons" for managers in the study of European Community: (1) human resource development is not a perquisite; (2) the changing work force is real; (3) quality is the key to competitiveness; and (4) stick to the basics of human resource management. (NLA)

ED 329 696 CE 057 106

Doty, Charles R.
Status of Coordination between JTPA and County Vocational School Boards in the State of New Jersey for 1989-90.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
SPONS. AGENCY - New Jersey State Council on Vocational Education, Trenton.
PUB DATE - 28 Feb 91
NOTE - 81p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Agency Cooperation; *Boards of Education; *Coordination; Cost Effectiveness; *County School Districts; Delivery Systems; Economic Factors; Educational Cooperation; Educational Finance; Followup Studies; High Schools; Population Trends; Program Evaluation; Program Implementation; Vocational Education; *Vocational Schools
IDENTIFIERS - Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982; *New Jersey; Private Industry Councils

A study described coordination between Job Training Partnership Act (JTPA) and county vocational schools in New Jersey. The coordination resulted from the State Council on Vocational Education's responsibility to achieve the mandate of the Carl D. Perkins Act. The project directed investigators to: (1) select typical county and regional Private Industry Councils (PICs) for a sample study in three target areas; (2) obtain data on expenditures at the PIC level and county school (vocational or community college) level; (3) analyze and assess the effectiveness of those expenditures in relation to program objectives, student populations served, and follow-up results of students served; and (4) construct data collection instruments. Respondents were three JTPA directors and one vocational school administrator from each of three service delivery areas (north, south, and east). Several recommendations were made: (1) coordination between the JTPAs and vocational school boards within the three regions is satisfactory; (2) there is no comprehensive statewide plan that coordinates all occupational education efforts across agency lines; (3) job placement efforts have been satisfactory and cost efficient; (4) vocational school board vendors are preferred because of their cost effectiveness; (5) economic conditions may cause failure to attain contract placement agreements--70 to 80 percent placement; and (6) school boards need to assess which populations should be served. (Sixteen references, five tables, and nine appendices containing questionnaires, description of the JTPA process, discussion of coordination, cost data, sample end-of-year report, and task force recommendations are included in this report.) (NLA)

ED 329 697 CE 057 107

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Accounting; *Bookkeeping; Business Education; Competence; *Competency Based Education; Computer Simulation; Computer Software; *Course Content; Course Descriptions; Higher Education; Instructional Materials; *Learning Activities; Lesson Plans; *Payroll Records; Salaries; Secondary Education; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education; Wages

This teacher's guide was developed to assist business instructors using Dac Easy Accounting Payroll Version 3.0 edition software in their accounting programs. The module contains assignment sheets and job sheets designed to enable students to master competencies identified in the area of automated accounting--payroll. Basic accounting skills are transferred to the microcomputer through applied simulations. The module is designed to allow students to advance at their own pace using an employee data disk. The module contains the following elements common to a unit of instruction: objectives, suggested activities/instructional materials, information sheet, transparency masters, handouts, assignment sheets and job sheets, keys to assignment sheets and job sheets, and a test with answer key. Tips for instructor use and eight references also are included in the module. (KC)

ED 329 716 CE 057 173

DeFelice, Karen L.
Entomology for Agricultural Science II Core Curriculum. Instructor Guide, Volume 23, Number 2, and Student Reference, Volume 23, Number 3.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY - Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE - Jan 91
NOTE - 150p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - *Agricultural Education; Behavioral Objectives; Competence; Competency Based Education; *Entomology; *Insecticides; Learning Modules; Pests; Postsecondary Education; Secondary Education; Teaching Methods; Transparencies; *Vocational Education
IDENTIFIERS - Missouri

This unit is a basic introduction to entomology. The instructor guide and the corresponding student reference contain seven lessons: (1) introduction to entomology; (2) insect collection; (3) insect identification; (4) methods of control; (5) chemical control measures; (6) safe use of insecticides; and (7) integrated pest management. Students learn basic concepts in this unit by applying them in a practical manner. Making an insect collection and completing an insect fact sheet enables students to compare insects. The instructor guide includes transparency masters, job sheets, activity sheets, work sheets, a butterfly model and Appendix A, information on calibrating sprayers. For ease of use, performance objectives and competencies are included at the beginning of the unit, as well as being incorporated within each technology education. A final chapter points the way toward an integrated curriculum and an acceptable general education for all students. The paper includes 113 references. (KC)

ED 329 735 CE 057 218

Silvanik, Robert A.
Toward Integrated Adult Learning Systems: The Status of State Literacy Efforts.
National Governors' Association, Washington, DC. Center for Policy Research.
SPONS. AGENCY - Gannett Foundation, Arlington, VA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE - 91
NOTE - 63p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Cooperative Programs; Educational Planning; *Literacy Education; *Program Implementation; *Program Improvement; State Government; *State Programs; *State Standards

Information was collected about the current status of state literacy and basic skills efforts through a comprehensive survey of state literacy initiatives conducted in the summer of 1990. A total of 390 responses were received from the more than 400 surveys sent to governors' offices, state agencies, and Statewide literacy organizations. Results of the survey were reported under two broad themes: state leadership for literacy and state strategies for literacy. According to the survey results, 40 states have a state-level coalition, council, or similar entity that serves, at a minimum, as a coordinating mechanism for literacy-providing agencies and organizations. However, in most cases, their scope of activity does not extend far beyond public awareness. Where strong leadership for literacy exists, it usually consists of some combination of sources, such as the governor's office, a state agency, the state legislature, or the volunteer or private sectors. A review of strategy implementation showed that few states have accurately determined the problem, about one-third of the states have established some type of state-level performance expectations for literacy services, and 16 states have implemented some type of systematic mechanism to foster business and/or union involvement in adult literacy. The study concluded that some states have begun to bring coherence to the fragmented array of programs and providers that make up the current delivery system for adult literacy; however, much work remains to be done. Recommendations were made in the areas of state leadership, assessment, performance expectations, accountability, professional development, and promotion of experiential and self-directed learning. (Appendices include survey instruments, summary of respondents, and selected aggregate responses.) (KC)

ED 329 736 CE 057 219

Liaison Program for Automotive Technology. Special Vocational Education.
Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
SPONS. AGENCY - Kentucky State Dept. of Education, Frankfort. Office of Secondary Vocational Education.
PUB DATE - 90
NOTE - 713p.

the Perkins Act are recommended. (YLB)

ED 329 754 CE 057 322

Beck, Judy A.
Instructional Strategies & Resources for Literacy and Employment Training Programs. A Technical Assistance Guide. A Supplement to: Wider Opportunities: Combining Literacy and Employment Training for Women. A Program Model.
Wider Opportunities for Women, Inc., Washington, D.C.
SPONS. AGENCY - Employment and Training Administration (DOL), Washington, D.C.; Hitachi Foundation, Washington, DC.
PUB DATE - 90
NOTE - 35p.; For related documents, see ED 299 397, ED 300 553, and CE 057 323-324.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adult Basic Education; *Adult Learning; Adult Literacy; Adult Programs; *Classroom Techniques; Economically Disadvantaged; Educational Principles; Employment Programs; Females; Illiteracy; Individual Characteristics; *Job Training; Learning Activities; *Literacy Education; Low Income Groups; *Teaching Methods; *Womens Education

This technical assistance guide contains information on adult learners and how they differ from learners who are children and the related program implications. The first section describes characteristics of adults that affect the attitudes adults bring to the classroom situation. These include bringing life experiences; having self-concept as a major concern; being affected by problems and stresses in their lives; being pragmatic about learning; being selective in what they learn; having definite ideas about authority figures; thinking they are supposed to be in control; and being concerned about psychological and physical comfort. The next section discusses eight principles to guide the teaching of adults in a literacy and employment training program: (1) meaningfulness; (2) appropriateness; (3) modeling; (4) practicing; (5) empowerment; (6) stimulation; (7) openness; and (8) facilitation. A sample lesson plan that incorporates these principles of learning is provided. The following section focuses attention on instructional strategies for lower-skilled learners. Activities are listed that build skills through discussion, new experiences, self-evaluation, and software. An evaluation checklist is provided to assess potential materials for use with adult literacy students. An annotated list of 14 resource materials and publications related to literacy instruction and job readiness workshops is appended. (YLB)

ED 329 755 CE 057 323

Beck, Judy A.
Funding for Literacy and Employment Training Programs. A Technical Assistance Guide. A Supplement to: Wider Opportunities: Combining Literacy and Employment Training for Women. A Program Model.
Wider Opportunities for Women, Inc., Washington, D.C.
SPONS. AGENCY - Employment and Training Administration (DOL), Washington, D.C.; Hitachi Foundation, Washington, DC.
PUB DATE - 90
NOTE - 31p.; For related documents, see ED 299 397, ED 300 553, and CE 057 322-324.
LANGUAGE - English

Scott, Charlotte H.
The Status of Consumer Education in United States Schools, Grades K-12. 1990 National Survey.
National Coalition for Consumer Education, Inc., Chatham, NJ.
PUB DATE - 90
NOTE - 100p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Consumer Economics; *Consumer Education; Consumer Protection; *Educational Policy; *Elementary School Curriculum; Elementary Secondary Education; Money Management; *Secondary School Curriculum; State Programs

Although education has been put on the list of national priorities, the National Coalition for Consumer Education (NCCE) is concerned that consumer education in the school curricula has not been sufficiently emphasized. In April 1990, NCCE conducted a study through its network of coordinators to gather information on consumer education mandates, policies, and informal practices from kindergarten through grade 12, across the country. A written questionnaire, submitted to chief state school administrators, was followed up with either phone or in-person interviews to gather perceptions and specific information about issues within each of the states. Responses to the survey questionnaire were received from all 50 states and the District of Columbia. The survey defined consumer education to include instruction in four areas: (1) consumer decision making; (2) economics; (3) personal finance; and (4) consumer rights and responsibilities. Study results show that although much needs to be done, more is happening in the schools than is readily perceived through a review of state mandates alone. Among the key findings are the following: (1) 31 of the 51 respondents have a consumer education policy; (2) in over two-thirds of the states the policy covers instruction in all of the four areas; (3) nearly all states that have policies report that at the elementary school level, consumer education is integrated into or part of a course; (4) secondary schools may offer a full semester course in consumer-related topics in 11 states; and (5) two-thirds of the states report that topics in consumer education are more likely to be discussed today than 5 years ago. (The survey questionnaire is included.) (NLA)

ED 329 774 CE 057 358

Towey, Carroll F.
An Examination of Research Priorities in Adult Education.
Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
PUB DATE - Jun 87
NOTE - 67p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)
DESCRIPTORS - *Administrator Attitudes; *Adult Education; Adult Literacy; Adult Programs; Cooperative Education; *Educational Research; Educational Technology; Illiteracy; Immigrants; Older Adults; *Research Needs; State Officials

The purposes of a study were to (1) obtain the perceptions of state directors of adult education on selected research topics; (2) identify national priorities that will have an impact on the adult education program; and (3) investigate adult education programs that could enhance the educational development of 52 million educationally disadvantaged adults in the United States. The study instructor guide contains an introduction and five units: (1) basic principles; (2) crisis intervention; (3) addictive/dependent behaviors; (4) psychosocial disorders; and (5) legal aspects. Each instructional unit includes basic components that form a unit of instruction: (1) performance objectives; (2) suggested activities; (3) pretests; (4) pretest answers; (5) information sheets; (6) assignment sheets and their answers; (7) job sheets and practical tests; and (8) written tests and test answers. Handouts, supplements, transparency masters, and activity sheets may be included in some or all of the units. Materials contain simple graphic symbols keyed to eight basic skills: reading, writing, mathematics, science, oral communication, interpersonal, creative thinking and problem solving, and employability. Sixty-three references are included. (NLA)

ED 329 793 CE 057 402

Hoachlander, E. Gareth; And Others
Indicators of Education and the Economy.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Mar 91
NOTE - 51p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Blacks; College Graduates; *Demography; *Economic Change; *Educational Trends; *Education Work Relationship; *Employment Patterns; Females; Foreign Countries; *Futures (of Society); High School Graduates; Hispanic Americans; Income; Males; Manufacturing; Minority Groups; On the Job Training; Policy Formation; Postsecondary Education; Public Policy; School Business Relationship; Secondary Education; Service Occupations; Whites

Eighteen indicators represent important considerations for discussions about education and the economy and strategies for public policy. They describe major aspects of the economy, the demand for labor, and levels for human capital. The indicators are the following: (1) shifts in sectors' relative share of gross national product and the labor force (from manufacturing to service); (2) linkages in the economy--value added; (3) linkages in the economy--output multipliers; (4) U.S. trade deficit in manufactured goods; (5) U.S. competitiveness in high technology products; (6) occupations by industry; (7) job classifications grouped by educational attainment; (8) trends in the unemployment rates of white and black workers; (9) trends in the relative advantage of a college education; (10) employees receiving company training; (11) trends in the composition of the labor force; (12) trends in new entrants in the labor force; (13) comparison of job growth by race, sex, and ethnicity; (14) trends in the percentage of children living in poverty; (15) years of school completed, by race; (16) literacy skills of young adults; (17) international comparisons in mathematics and science achievement; and (18) the geographic literacy of young people. (36 references) (KC)

ED 329 794 CE 057 413

Smith, Jack; And Others
A Model 2 2 Electronics Program Development Project. Final Product--Project #99420068.
Cooke County Coll., Gainesville, TX.; Gainesville Independent School District, Tex.

Education; *Career Planning; Coping; *Course Content; Daily Living Skills; *Decision Making; Displaced Homemakers; Employed Women; Family Life; *Family Life Education; Family Role; Higher Education; *Home Economics; Home Management; Life Style; Problem Solving; Quality of Life; Secondary Education; Sex Role; Sex Stereotypes; Stress Management

IDENTIFIERS - ERIC Digests; *Family Work Relationship

Career and vocational educators must prepare people with the attitudes and skills needed for successful integration of work and family life. Ideally, life and career planning should be taught as a unit beginning in the middle school. A life/career planning course should incorporate such topics as interdependence of individual, family, and career systems; developmental stages of the individual, family, and career; values, realistic expectations, and priorities; career and life-style choices; coping with multiple roles; sex roles and stereotypes; parenthood/family life education; child care and elder care options; managing time, money, stress, and change; using resources and developing support systems; dual career and single parent/displaced homemaker issues; and cultural differences in family-work attitudes. An example of junior/senior high programs is Home and Career Skills, New York State's required seventh- and eighth-grade course. Programs for adults are being offered both at the college level and in technical institute and community college classrooms and workplace seminars. Benefits of successfully combining work and family roles are improved quality of life; greater individual contributions to the well-being of society; increased productivity; a wider pool of competent employees; better employee morale; more aware and informed citizens; and a more holistic upbringing for children. (11 references) (YLB)

ED 329 811 CG 023 180

D'Amorim, Maria Alice
Management Style Expectations in Belgian and Brazilian Undergraduates.

PUB DATE - Jul 90

NOTE - 16p.; Paper presented at the Annual Convention of the International Council of Psychologists (48th, Tokyo, Japan, July 14-18, 1990). Best copy available. For a related document, see CG 023 181.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)

DESCRIPTORS - College Students; *Cross Cultural Studies; Foreign Countries; Higher Education; *Leadership; *Leadership Styles; Sex Differences; Test Validity

IDENTIFIERS - *Belgium; *Brazil; Management Styles

Leadership has been considered a personality trait, some specific type of behavior to be learned, or the result of a combination of circumstances. As a special instance of leadership, management style has suffered the same definitional problems, but lately it has been considered a complex phenomenon, with three basic elements: the leader, the group, and the situation. In a previous study the Personal Management Style Questionnaire was tested in Brazil to determine its applicability under a different cultural setting. Results demonstrated acceptable levels of reliability. This study used part of the Brazilian group, undergraduate students (N=412) who had never worked, from the first study and an equivalent group of Belgium undergraduates (N=267). The Personal Management Style Questionnaire, which measures expectations about management, was administered to all subjects. Results indicated

Government retain its best employees and enhance the overall quality of the Federal work force. This report provides some insight into why employees leave the Federal public service. It looks at what factors influence the decision to leave, and whether the decision to leave varies by their workplace, age, occupation, or level of pay. Of special interest to educators are Table E3: "Most Important Reasons for Resigning: Respondents with Different Levels of Education", Table F3: "Most Important Reasons for Retiring: Respondents with Different Levels of Education", and Figure 4: "Most Important Reasons for Resigning: According to Education Level." The primary sources of information for this report were responses to a special exit survey developed by the U.S. Merit Systems Protection Board (MSPB) and completed by nearly 2,800 Federal employees who left full-time, permanent, white-collar positions during a 3-month period in 1989. (LLL)

ED 329 831 CG 023 200

Silvestri, Silvio
Long-Term Effects of Divorce: Interpersonal and Cognitive Traits in Men.

PUB DATE - Aug 90
NOTE - 14p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adult Children; *Cognitive Style; *Divorce; Emotional Adjustment; Family Environment; *Interpersonal Competence; *Intimacy; *Sons

Much research has attempted to understand the short-term effects of divorce, and it has shown overall harmful effects during childhood. The long-range implications, or effects in adulthood, have largely been ignored. This correlational study sought to understand the long-term effects of divorce by identifying interpersonal traits, intimacy, and cognitions which characterize the male adult child of divorce (ACDs). The subjects were 151 men from the general population, one-half of whom were ACDs, while one-half were from an intact family. The subjects completed questionnaires on intimacy, injunctions (as a cognition), and interpersonal behavior. Numerous background data were examined. Analysis of the data revealed interpersonal traits and injunctions against closeness to statistically differentiate male ACDs from men from intact families. Male ACDs had a hostile guarded-rescuer interpersonal style. Traits associated with divorce in men included self-effacement, distrustfulness and submissiveness. Support was found for interpersonal theory, redecision theory, and the cognitive behavioral model of marital instability. (LLL)

ED 329 832 CG 023 201

Bosley, Geri M.; Bromley, Susan P.
Post-Death Ritual in a Colorado Community.

PUB DATE - Aug 90
NOTE - 14p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...'

influenced goal commitment. No effect was found for work or competitiveness on goal commitment. Similarly, an effect on performance was only obtained for need for mastery. High needs for mastery people are attraction to situations that are: (1) challenging; and (2) test their capabilities. Therefore, they are more likely to report higher levels of goal commitment because a properly set goal provides an opportunity to demonstrate mastery of a challenging situation. The results of this research show that it is useful to consider components of need for achievement. (LLL)

ED 329 852 CG 023 222

Alpern, Michael
The Integrated Occupational Program: Building Bridges for At-Risk Students.

PUB DATE - 24 Jan 91
NOTE - 20p.; Paper presented at the Annual National Consultation on Vocational Counselling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Community Cooperation; *Cooperative Education; Education Work Relationship; Foreign Countries; *High Risk Students; Nontraditional Education; *Potential Dropouts; Secondary Education; Self Esteem
IDENTIFIERS - Alberta; Integrated Occupational Program

The Integrated Occupational Program (IOP) is a new program of studies that is being developed and implemented by Alberta Education (Canada) to meet the needs of students who are identified as being at risk and unable to cope with the regular program. A major feature of the program is its emphasis on first developing students' self-esteem and then, the knowledge, skills and positive attitudes (generic skills) necessary for successful entry into the workplace and/or post-secondary education and training institutions. This paper provides a description of at-risk students and identifies components of effective and non-effective programs. An overview of the IOP reveals two major components: core academic courses and practical arts/occupational courses. School-community partnerships are an important feature of the IOP. These partnerships provide an enhanced environment for instruction and learning, and allow for the development of more inclusive and real life oriented curricula. The benefits of the IOP program are described, and the success of the program is discussed. Students earn a certificate of achievement and a graduate achievement profile upon successful completion of the program. By taking additional high school courses, students may also gain a general high school diploma. (LLL)

ED 329 853 CG 023 223

Bahrke, Michael S.
Psychological and Behavioral Effects of Anabolic-Androgenic Steroids.

PUB DATE - 13 Aug 90
NOTE - 20p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070),

and curriculum development, and parental involvement activities. The project sought to increase program students' attendance rate and to encourage students to stay in school by familiarizing them with opportunities available to high school graduates. Participating students received instruction in English as a Second Language (ESL) and in the content areas, although Native Language Arts (NLA) instruction was provided in I.S. 131 only. Students also enrolled in bilingual classes in career awareness and computer skills. The program offered a variety of supplemental services, including career counseling, tutoring, field trips, and individual advisement. Project CAP also conducted activities for staff and curriculum development and parental involvement. Project CAP met its objectives for ESL, NLA, career awareness, and field content area objective. (BHK)

ED 329 872 CG 023 243

Mentoring Programs in Nebraska. Resources for Youth and Volunteers.
Nebraska ETV Network, Lincoln.
PUB DATE - Jan 90
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Directories; Literacy; *Mentors; *Youth Problems; *Youth Programs
IDENTIFIERS - Nebraska; Plus Program

"One PLUS one," the PLUS Project on Mentoring, is a Public Television Outreach Alliane campaign to promote mentoring and literacy. The Nebraska Educational Television (ETV) Network, in an attempt to match experienced, responsible adults (mentors) with youth facing profound academic and emotional challenges, compiled a directory of Nebraska schools and social service agencies that offer mentoring programs. The directory of mentoring programs is presented in this document; it is based on material submitted in response to a statewide survey. For each listing, the program name and address, a contact person and telephone number, and a brief description of the program are provided. Twenty-seven programs are included, and listed by geographical regions of Nebraska. (BHK)

ED 329 873 CG 023 244

Ambinder, Abby
Relationship between Coping Strategies and Depression in Caregivers of Alzheimer Patients.

PUB DATE - Nov 90
NOTE - 20p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Alzheimers Disease; *Caregivers; *Coping; *Depression (Psychology); Family Counseling; Individual Counseling; *Intervention; Mental Disorders; Satisfaction; Social Networks; Social Support Groups; *Spouses

This research examined whether a multicomponent program consisting of individual and family counseling intervention for spouse caregivers of Alzheimer's disease patients can affect caregiver depression. Self-referred spouse caregivers (N=52) completed an intensive assessment battery on their perception of patient and personal status at entry into the program and again at a 4-month follow-up. Measures assessed changes in depression, social network

ED 329 893 CS 010 434

Schwartz, Susan; Pollishuke, Mindy
Creating the Child-Centred Classroom.

PUB DATE - 91
NOTE - 100p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Childrens Literature; *Classroom Environment; Classroom Techniques; Curriculum Design; Elementary Secondary Education; *Instructional Improvement; *Learning Activities; Parent Participation; Reading Instruction; *Student Centered Curriculum; Student Evaluation; *Whole Language Approach; Writing Instruction
IDENTIFIERS - Curriculum Theories

This book provides practical implementation strategies for, and a clear outline of, the theory behind the child-centered classroom, a theory which involves an understanding of the concepts of whole language and active learning. It is hoped that teachers will use the ideas in the book to build their own beliefs and understandings, and to develop their own philosophy regarding the child-centred classroom. The practical classroom strategies that are suggested provide a base from which to begin, a springboard from which to experiment, to modify and to adapt to fit teachers' and students' individual needs and strengths. Although there are many references to planning and implementation in all curriculum areas, the book is not intended to form a comprehensive guide for all subjects; rather, the book recommends activities as a sampling of possibilities that teachers might find helpful. The eight chapter titles include: (1) Whole Language and Active Learning: A Philosophical Model; (2) The Physical Set-Up of the Classroom; (3) Timetabling; (4) Classroom Atmosphere; (5) Whole Language; (6) An Integrated Child-Centred Curriculum; (7) Learning Centres; and (8) Record Keeping, Student Evaluation and Parental Involvement. Blackline masters are provided for student, teacher, and parent use. A list of favorite children's books is appended. (MG)

ED 329 894 CS 010 443

Shepperson, Grace M.; Nistler, Robert J.
Whole Language Collaboration Project: Three Case Studies to Represent Change.

PUB DATE - Nov 90
NOTE - 17p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990). For a related paper, see CS 010 444.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Educational Change; Educational Research; Elementary Education; Higher Education; Inservice Teacher Education; *Instructional Improvement; Professional Development; Teacher Attitudes; *Teacher Effectiveness; Teacher Improvement; *Teaching Styles; *Whole Language Approach
IDENTIFIERS - Teacher Researcher Cooperation; Texas

In response to the restructuring of a school's literacy program, a study was designed to address three research question: (1) What levels of concerns are raised by teachers in the areas of "self,"

*Reading Strategies; *Study Skills
IDENTIFIERS - California Achievement Tests; Main Idea; *Mapping

A study compared the effects of four study strategies on at-risk sixth-grade students' comprehension and retention of main ideas and details in considerate and less considerate social studies text. The four strategies investigated consisted of the following two pairs: (1) mapping with and without instruction in identifying important details; and (2) answering questions with and without instruction in identifying details. Four intact social studies classes, containing 73 black at-risk students and taught by the same teacher, were randomly assigned to one of the four strategies and treatments. The students' usual sixth grade social studies text (modified) served as the source for the content of the instructional and test passages as well as the basis for observational data on students' strategy use. Results revealed no significant difference in the performance of students who received explicit instruction in strategy use and students who did not. Results also revealed that the majority of students who received training in mapping did make some attempt to use mapping as a study strategy, but did not use the mapping strategy in its entirety. Findings suggest that training at-risk sixth grade students to use the mapping study strategy does not result in greater comprehension of either taught material or new material. (KEH)

ED 329 913 CS 010 464

Gersten, Russell; Dimino, Joseph
Visions and Revisions: A Perspective on the Whole Language Controversy.

SPONS. AGENCY - Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE - Nov 90
NOTE - 24p.; Version of a paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classroom Environment; Educational Change; Elementary Secondary Education; *Reading Instruction; *Special Education; *Teacher Role; *Teacher Student Relationship; *Whole Language Approach
IDENTIFIERS - *Direct Instruction; Reading Theories

Conversations with special educators indicates that many view the whole language approach as, at best, a fad and at worst, an assault on what they know about how to effectively teach students with disabilities. In the current atmosphere of increased interest in collaboration between special and general education to better meet the needs of students with handicaps, anxiety over the whole language movement is particularly intense. Calls for increased collaboration come at a time when philosophies of optimal reading instruction between special and general education are in stark conflict. Both direct instruction and the whole language movement can be distilled into images. Whole language proponents imagine a classroom where students are genuinely interested in all they read or have read to them. Teachers are always experimenting, and their freedom is reflected in the dynamic classroom atmosphere. Direct instruction presents an image of students learning in a highly interactive situation, one in which they experience consistent success and are provided immediate feedback when they encounter problems. The role of the teacher is, in part, to demystify the coaching experience for approximately 25 graduate students; and (3) improve the quality of staff development provided for approximately 25 middle school in-service teachers dealing with educationally disadvantaged students. The project is also designed to foster collaborative efforts among university professors, school principals, in-service teachers, and graduate and undergraduate students. During the first year (1990-91), 22 undergraduate students, enrolled in a year-long literacy course, are engaged in initiating an after-school Literacy Enrichment Tutoring Program for 96 educationally disadvantaged children (in grades one through nine) and the children's parents. The undergraduate tutors are coached and mentored by nine graduate students enrolled in a year-long literacy course. Twelve in-service teachers enrolled in a year-long school-based staff development literacy course are observing and/or participating in the literacy program. During the second year (1991-92), a second cohort of teachers and undergraduate and graduate students will initiate another program in a second school. The project employs multiple data sources to address specific program objectives. (Eleven appendixes consisting of teacher, student, and parent questionnaires or evaluation measures are attached.) (RS)

ED 329 933 CS 010 485

Winsor, Pamela J. T.
Developing Phonemic Awareness: Knowledge and Practice in Holistic Instruction.

PUB DATE - 28 Nov 90
NOTE - 24p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Analysis of Covariance; Educational Research; Grade 1; *High Risk Students; *Holistic Approach; *Instructional Effectiveness; Language Arts; *Phonemics; Primary Education; Reading Instruction; Reading Writing Relationship; Teaching Methods; Writing Instruction
IDENTIFIERS - *Phonemic Awareness

A study investigated: (1) whether children at risk for failure to learn to read and write increase their phonemic awareness while engaged in holistic language arts instruction; (2) if so, which language experiences and instructional practices are associated with the gains; and (3) the nature of the interaction between phonemic awareness development and reading and writing achievement among those children while in grade one. Four classroom instructional programs were selected on the basis of recommendations of supervisory personnel, teacher-given descriptions, and preliminary observations. Five children from each classroom were selected as focal children. Each classroom was observed for 10 full days and each focal child was assessed in October and April on 10 measures. Teachers and children were interviewed and parents completed questionnaires indicating their child's participation in a list of preschool language learning activities and experiences with print outside of school. Results indicated that children involved in holistic language arts programs improve their performance on tasks of phonemic awareness. The instructional practices that appear to contribute to this change are writing using invented spelling and reading connected text both chorally and independently. Results also indicated that phonemic awareness is necessary for reading and writing, but is heterogeneous science classes and given a pretest of 40 vocabulary words taken from the science textbook. Three of the four classes were guided in instructional prereading vocabulary development while the fourth group was given no prereading vocabulary treatment. One of the three experimental groups was taught vocabulary using the glossary strategy; another group used the context clue method; and the last group used the semantic mapping strategy. After approximately 4 weeks of study, the students were given the same vocabulary test. Results indicated no significant difference in test scores among the four groups. Results of the pretest indicated that the four groups were not equivalent in ability as previously thought based on random assignment to treatment samples. (Seven tables of data are included; the vocabulary test is attached.) (RS)

ED 329 953 CS 010 513

Anderson, Valerie; Riot, Marsha
Training Teachers To Foster Active Reading Strategies in Reading Disabled Adolescents.

PUB DATE - Nov 90
NOTE - 13p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classroom Research; *Learning Disabilities; Reading Comprehension; *Reading Difficulties; Reading Instruction; Reading Research; *Reading Strategies; Reading Teachers; Secondary Education; *Teacher Education; *Teacher Effectiveness; Teacher Improvement; *Teacher Influence; Teacher Role
IDENTIFIERS - Direct Instruction; Stanford Diagnostic Reading Test

A study tested a teacher training intervention designed to provide experimental teachers with peer support as well as specific principles and techniques for fostering active reading strategies in severely reading disabled adolescents. The study investigated whether and how changes in teaching result in changes in students' reading performance. The intervention involved direct instruction for experimental teachers and their students and was compared with a more conventional direct instructional approach for a control group of students. Participants were nine experimental and seven control group teachers. All teachers and students were drawn from middle schools, junior highs, and high schools. A total of 130 single-page expository texts, covering most content areas, were prepared for teachers to use with their students. The following techniques were used in training the experimental group: research improvement, teacher and student shifts/self-evaluation of videotapings, principles for fostering active reading through reading instruction, and journeyman teachers. All teachers administered three subtests of the Stanford Diagnostic Reading Test to their students as pre- and posttests. An analysis of pre- and posttest experimental and control videotapes showed that experimental teachers made many changes in their teaching that could foster active reading in their students, while control teachers showed little change. (One table of data is included.) (MG)

ED 329 954 CS 010 514

Sanacore, Joseph
Needed: Private and University-Based Reading Clinics with an Updated

altogether. For purposes of discussion, the 19th century may be divided into 4 periods. The early period (1800-1829) was affected primarily by the image Franklin himself created during his lifetime. Mid-century (1830-1859) finds additional scholarly work that give a more authentic picture of the man, but this is countered by additional fictional elements. An increasingly mythic image of Franklin as self-made man emerged in the Civil War and post-Civil War era (1860-1897). The late period (1880-1900) finds the image at its full mythic proportion. The survey of Franklin's image through nineteenth-century biography reflects how economic, intellectual, and social attitudes influence biographers to adapt a historical figure to the exigencies of their own era. Comparative analysis of a historical figure helps students understand the impact of point of view and audience on writing. (TD)

ED 329 975 CS 212 725

Cianciolo, Patricia
Teaching Children To Respond Critically/Aesthetically to Picture Books as Literature. Elementary Subjects Center Series No. 34.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Feb 91
NOTE - 28p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Aesthetic Education; *Childrens Literature; *Critical Reading; Educational Research; Elementary Education; Grade 1; Grade 5; Literary Genres; *Literature Appreciation; *Picture Books; Reader Response; Teaching Methods
IDENTIFIERS - *Picture Stories

In an effort to effect significant change in teachers' knowledge understanding, and choice of instructional strategies for guiding the study of literature as art, a study explored the teaching and learning of critical/aesthetic response to literature among elementary school children. Subjects, 25 first graders and 39 fifth graders, were evaluated for critical/aesthetic responses to specific aspects of picture books as literature through pretest and posttest interviews and classroom observations. Conferences with teachers were also held. Results indicated that, to the extent allowed by such factors as students' maturity, their previous experience with literature, and the particular point in the study, both groups seemed to recognize the basic concepts of picture books as a genre. The first graders' responses suggested that they noticed obvious differences in art styles and techniques used by different illustrators whose books were read to them, as well as the obvious characteristics of modern realistic fiction. The fifth graders made evaluative statements which parallel some specific criteria typically used by literary critics to evaluate picture books as a genre, retellings of folk tales and legends, or literature in general. (Nineteen references are included.) (TD)

ED 329 976 CS 212 726

Brookes, Arthur; Grundy, Peter
Writing for Study Purposes: A Teacher's Guide to Developing Individual Writing Skills.

PUB DATE - 90

claims for the computers, and these claims are taken seriously. Computers are ideal or even preferable for tasks which do not require insight or intuition--tasks that are performed by following a set of procedures, although no computer can match the range of awareness of the human mind. Teachers and students need to be aware of the implications of the metaphorical language which is used to describe computers, and the consequent effect of this language on their philosophy. It would be useful to discuss the capabilities of computers in a more appropriate technical language. (PRA)

ED 329 998 CS 507 399

Sklar, Daniel Judah
Playmaking: Children Writing and Performing Their Own Plays.
Teachers and Writers Collaborative, New York, N.Y.
PUB DATE - 91
NOTE - 169p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Class Activities; Grade 5; Intermediate Grades; Lesson Plans; *Playwriting; Teaching Methods; *Theater Arts
IDENTIFIERS - *Childrens Writing; *Drama in Education; New York (New York); Writing Development

Intended for classroom teachers, parents, theater people, and the general public, this book is an account of teaching a fifth grade class to write, direct, and perform their own plays as staged readings, videotapes, radio plays, and full stage productions. It can be read as a story or it can be used as a step-by-step guide for teachers. Each chapter is divided into three parts: a classroom lesson; a discussion between the artist-in-residence, who conducts the lesson, and the classroom teacher; and the artist's reflections on how the lesson and discussion fit into a larger picture. Chapter titles are: (1) Theater Magic; (2) Setting the Tone; (3) Foundation; (4) Choice; (5) Using It; (6) Power; (7) Context; (8) Transformations; (9) Structure; (10) Technique; (11) Baffling Moments; (12) Focusing; (13) Action; (14) Dialogue; (15) Hearing It; (16) Protocol; (17) Being the Boss; (18) Listening; (19) Backstage; (20) Getting Ready; and (21) Doing It. Following the main text is a "brief lesson plan" which gives page references to particular exercises, and presents plans for teaching playmaking in a cycle of 20 weeks. A glossary of theater terms and a 21-item annotated bibliography are included. (MG)

ED 329 999 CS 507 400

Aiex, Nola Kortner
The "Autos" of Jose de Anchieta.

PUB DATE - 27 Apr 91
NOTE - 14p.; Paper presented at the Annual Kentucky Foreign Language Conference (44th, Lexington, KY, April 25-27, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Historical Materials (060)
DESCRIPTORS - *Audience Awareness; Christianity; Comparative Analysis; *Drama; Foreign Countries; Higher Education; Indians; *Latin American Literature; *Literary Criticism; Literary Styles; *Persuasive Discourse; Popular Culture; Writing Strategies
IDENTIFIERS - *Brazil; Jesuits; New England; *Religious Conversion;

assignments do not add additional skills and principles to an already crowded course agenda, but rather add an international dimension to the basic elements of information gathering, audience analysis, oral language use, and appreciative/critical listening. (TD)

ED 330 019 CS 507 421

Voss, James F.; Means, Mary L.
Learning To Reason via Instruction in Argumentation.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Critical Thinking; Epistemology; Higher Education; Inferences; Logic; Logical Thinking; *Persuasive Discourse; Secondary Education; Student Evaluation; Teaching Methods; *Thinking Skills
IDENTIFIERS - Argumentation Theory; Informal Logic

This paper discusses argumentation and how instruction may facilitate an individual's skill in argumentation. The paper contends that argumentation, defined as the generation and evaluation of arguments is a fundamental tool of reasoning and that skill in argumentation is therefore basic to a person's ability to reason. The paper is divided into two sections. The first section considers the nature and evaluation of arguments and the relation of argumentation to reasoning, while the second section describes some findings on the quality of argumentation found among students and summarizes some initial work on argumentation instruction. The paper suggests that the following points covered should be addressed when teaching argumentation: (1) students need to acquire knowledge about the structure and nomenclature of arguments; (2) students need to know the purposes of argumentation; (3) students need to know the characteristics of a good argument; and (4) argumentation skills can be developed via writing. (TD)

ED 330 020 CS 507 422

Beach, Richard; Freedman, Kerry
Developing Critical Literacy in Adolescence: Adolescents' Responses to Sex Role Stereotyping in Ads and Stories.

PUB DATE - Nov 90
NOTE - 9p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Adolescents; *Advertising; *Critical Viewing; Cultural Images; *Females; Grade 8; Grade 11; Media Research; Secondary Education; *Stereotypes; Student Reaction
IDENTIFIERS - *Advertisements; Message Responses

This study examined the nature of adolescents' responses to ads and stories containing different degrees of stereotypical portrayal of females. Subjects were 115 students in grades 8 and 11 enrolled in English classes in two middle-class suburban school districts. The materials used consisted of four ads and two stories portraying technical considerations for school designers including basic design problems that affect the seismic performance of schools, and the ways in which the National Earthquake Hazards Reduction Program (NEHRP) "Recommended Provisions for the Development of Seismic Regulations for New Buildings" in particular and understanding of seismic design issues in general can work to protect elementary and secondary schools. Figures and photographs are included with the text; appended are a glossary, measures of earthquake magnitude and intensity, earthquake experiences of California schools, and seismicity information by region. The last 14 pages of the document contain information about the Building Seismic Safety Council (BSSC). (30 references) (MLF)

ED 330 040 EA 022 734

Zykowski, Jane L.; And Others
A Review of Year-Round Education Research.
California Educational Research Cooperative, Riverside.
PUB DATE - Feb 91
NOTE - 82p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Educational Planning; Elementary Secondary Education; *Extended School Year; Operations Research; Organizational Change; *Policy Formation; *Program Implementation; School Schedules; *Year Round Schools
IDENTIFIERS - *California

A comprehensive review of research and professional literature on the development of year-round education in the United States is presented in this synthesis, with a focus on policy implementation issues in California. The first part presents an overview of year-round schooling and descriptions of California legislative mandates. Next, a discussion of organizational feasibility examines achievement, educational and social-political issues, and fiscal impact. Planning for the implementation of year-round schools and policy questions are discussed in the final sections. Conclusions are that: (1) the sociopolitical impact on a district is related to its understanding of year-round education as comprehensive organizational change; (2) implementation costs must be based on four main components--capital, operational and transitional costs, and revenue incentives; and (3) studies have failed to show significant differences in student achievement between year-round and traditional programs. These conclusions underscore the need for well-designed data-based research on the organizational impact of year-round education. Eight figures and two tables, an appendix of calendar options, and an extensive bibliography are included. (LMI)

ED 330 041 EA 022 743

Hess, G. Alfred, Jr.; And Others
The Inequity in Illinois School Finance. An Analysis of the Current Situation, the Historical Record, and Alternative Solutions.
EdEquity Coalition, Chicago, IL.
PUB DATE - Jan 91
NOTE - 82p.; Report compiled by the Options Task Force. The figures in Appendix D may not reproduce adequately in paper copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Court Litigation; *Educational Equity (Finance);

DESCRIPTORS - Community Services; Cooperation; *Delivery Systems; Elementary Secondary Education; Human Services; Policy Formation; *School Community Programs; Shared Resources and Services
IDENTIFIERS - *School Linked Services

The role of state and local policymakers in creating an environment conducive to cooperation between schools and human services agencies is discussed in this educational policy bulletin. To ensure effective service delivery programs and enabling policies, policymakers must consider: (1) the qualities of collaborative service delivery programs, which are comprehensive, flexible, and family and community oriented; and (2) the nature of the policy context, which presents both obstacles and opportunities. Six policy concerns are presented, which address such issues as providing comprehensive service delivery, developing alternative funding strategies, providing family support, ensuring the quality of personnel, and providing leadership. (6 references) (LMI)

ED 330 063 EA 022 776

Pollard, Joyce S.
School-Linked Services: So That Schools Can Educate and Children Can Learn, Part 3. Insights on Educational Policy and Practice, Number 23.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Sep 90
NOTE - 9p.; For parts 1 and 2, see EA 022 773 and EA 022 775.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Community Services; Cooperation; *Delivery Systems; Elementary Secondary Education; Human Services; Policy Formation; *School Community Programs
IDENTIFIERS - *School Linked Services; *United States (Southwest)

If schools are to play the role of integrators of human services, state and local policymakers must create a favorable policy context in which schools may operate. Six critical policy issues are discussed: ensuring comprehensive service delivery to children and families; developing alternative funding strategies; ensuring family support; ensuring personnel quality; providing leadership in the development of a broad support base; and providing leadership in interagency collaboration. The efforts of five southwestern states--Arkansas, Louisiana, New Mexico, Oklahoma, and Texas--to create supportive contexts for coordinated service delivery are highlighted. A chart of selected programs in the above states is included. (4 references) (LMI)

ED 330 064 EA 022 780

Peterson, David
Evaluating Principals. ERIC Digest Series Number 60.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Administrator Effectiveness; *Administrator

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Educational Improvement; *Educational Practices; Educational Trends; Elementary Secondary Education; Grade 7; Interdisciplinary Approach; Junior High Schools; *Middle Schools; *Public Schools; *Remedial Programs; *Report Cards; Student School Relationship; *Team Teaching; Transitional Programs

This document analyzes data obtained from "Education in the Middle Grades," a national survey of practices and trends using a representative sample of principals in public schools that contain grade 7, to examine the use and effects of practices that many educators believe are especially responsive to the needs of early adolescents. Practices examined include: (1) group advisory periods; (2) interdisciplinary teacher teams; (3) remedial instruction programs; (4) "school transition" activities; and (5) the formal recognition on report cards of student progress or effort regardless of performance level. The results indicate that most responsive practices yield measurable but modest benefits, but they also suggest that to realize the benefits, a school must make sure that the practices are implemented properly. A discussion of problems that might be encountered and of approaches that might be used by schools that contemplate adopting a responsive practices structure for the middle grades concludes the document. Variables used in the regression analysis and seven tables are appended. (19 references) (CLA)

ED 330 084 EA 022 807

Nathan, Joe; Jennings, Wayne
Access to Opportunity: Experiences of Minnesota Students in Four Statewide School Choice Programs, 1989-90.
Minnesota Univ., Minneapolis. Hubert H. Humphrey Inst. of Public Affairs.
PUB DATE - Dec 90
NOTE - 94p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Effective Schools Research; Elementary Secondary Education; *Free Choice Transfer Programs; *Nontraditional Education; *Outcomes of Education; Program Effectiveness; *School Choice; Student Reaction
IDENTIFIERS - *Minnesota

A random sample of over 13,000 students participating in 4 of Minnesota's school choice programs during the 1989-90 school year were surveyed in 4 areas: (1) background and family participation; (2) reasons for participating and decision making; (3) sources for program information; and (4) satisfaction/expectations. The survey was performed to find out what kind of impacts the programs had on participants and the best way to provide students with information. Impacts included dramatic increases in some students' aspiration levels, greater success in school, and significant increases in student satisfaction. The majority of students offered academic reasons for their participation. Recommendations for providing information to students and families include using a variety of methods, recognizing that young people themselves are a resource, and providing information in many different languages. Data are presented in graphs, and the survey itself is appended, showing the percentages of students who responded to each question. (EJS)

ED 330 085 EA 022 808

PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *College School Cooperation; Collegiality; Elementary Secondary Education; Higher Education; Participative Decision Making; *Professional Development; Staff Development; Teacher Participation; *Teamwork

A study of professional development intervention programs in which schools choose their own issues and action plans is presented in this report. "Intervention" refers to university introduction of new professional development models into the school. A 3-year program involving five schools in collaboration with university staff members and leadership teams was evaluated by site visitations, interviews with 111 teachers and 4 administrators, and field notes of all interactions. Findings identified the following characteristics of supportive intervention: active involvement; acknowledgement of the affective dimension; recognition of the interdependent university/school relationship; and adaptation to the individual school culture. An outcome was the achievement of short-term rather than long-term goals caused by the failure to maintain leadership team roles in absence of university support. A final recommendation calls for caution in dealing with the adversarial relationship that often exists between teachers and administrators. One figure and three tables are included. (18 references) (LMI)

ED 330 106 EA 022 843

O'Brien, Robert
Strategic Planning To Support Learning for All.
Grand Blanc Community Schools, Mich.
PUB DATE - Mar 91
NOTE - 22p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1-4, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Educational Improvement; *Educational Planning; Elementary Secondary Education; High Risk Students; Institutional Mission; Organizational Objectives; *Regional Planning; *School Districts; School Effectiveness
IDENTIFIERS - *Michigan; Strategic Planning

A districtwide strategic planning model for school improvement is described in this summary report. Six elements of the model are described, which include the strategic planning process, belief statements, policies that stress self-esteem and dignity, a mission statement based on educational equity, objectives to achieve equity, and 12 action strategies. Program results include improved student achievement, teacher involvement, parental support, and student and staff self-esteem and performance; more independent student learning behaviors; and changes in teaching behaviors. Also included are an outline of the history of at-risk student program initiatives on a national, state, and district level. (LMI)

ED 330 107 EA 022 846

Mayberry, Maralee
Conflict and Social Determinism: The Reprivatization of Education.

PUB DATE - Apr 91
NOTE - 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE - English

selected Oklahoma state laws for special education is also given. (DB)

ED 330 127 EC 300 097

Prendergast, Michael; And Others
Substance Abuse among Youth with Disabilities. Prevention Research Update, Number Seven/Summer 1990.
Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - 90
NOTE - 59p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reference Materials - Bibliographies (131)
DESCRIPTORS - *Alcohol Abuse; Alcoholism; At Risk Persons; Delivery Systems; *Disabilities; *Drug Abuse; Drug Addiction; Incidence; Intervention; Needs Assessment; Parent Education; *Prevention; Program Descriptions; Public Health; Substance Abuse

This literature review focuses on the state of current knowledge concerning alcohol and other drug (AOD) abuse among people with developmental, learning, hearing, visual, and mobility impairments. The review is divided into four main sections. The first section addresses the limits of the available research-based information. The second section summarizes the evidence regarding the nature and prevalence of disabilities within the United States population, and of AOD use within disabled populations. The third section discusses correlates of use and risk factors. The fourth section provides an overview of prevention and intervention needs of this population as well as related issues. These are discussed in terms of the legal context, the social response, service barriers, current initiatives, generic versus specialized programs, AOD education, parent education and involvement, service provider education, and counter-enabling education. Group-specific needs are also considered. Detailed abstracts and author addresses are provided for 22 studies. An additional 136 references are listed, as are 7 substance abuse education and prevention materials and 23 programs and organizations (listed by state). Also provided is a listing of references by subject. (DB)

ED 330 128 EC 300 098

Hicks, John S.; And Others
Validation Studies of The Five P's: Parent/Professional Preschool Performance Profile.
Variety Pre-Schooler's Workshop, Syosset, NY.
PUB DATE - Jan 90
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Behavior Problems; *Behavior Rating Scales; Developmental Stages; *Disabilities; *Early Childhood Education; Student Evaluation; *Test Validity
IDENTIFIERS - *Parent Professional Preschool Performance Profile

This report documents the statistical evidence concerning the validity of teacher and parent ratings on The Five P's (Parent/Professional Preschool Performance Profile). Data from 2 studies were obtained from 55 disabled children at the Variety Preschooler's Workshop during 1988-89 and from 370 disabled children at 9 schools across the country during 1986-88. Comparison of scores on The Five P's with scores on other standardized tests in the first study showed parent validity

Balzer, Charlene, Ed.; Siewert, Bob, Ed.
Identification: A Suggested Procedure for the Identification of Talented and Gifted Students K-12. Technical Assistance Paper 1. Revised.
Oregon State Dept. of Education, Salem. Div. of Special Student Services.
PUB DATE - Jul 90
NOTE - 95p.; For related documents, see EC 300 115-119.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Ability Identification; Diagnostic Tests; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Gifted; Gifted Disabled; Gifted Disadvantaged; Intelligence Tests; Minority Groups; Referral; State Legislation; *State Standards; *Student Evaluation; *Talent; Underachievement
IDENTIFIERS - *Oregon

This guide to procedures for identifying gifted and talented children in Oregon outlines requirements of legislation and administrative regulations. The procedures describe steps in the identification process, including referral, screening, testing, and final selection/parent notification. The importance of identifying children when very young, using multiple criteria, and utilizing a case study approach is stressed. Obstacles to identification of the nontypical gifted, such as cultural and ethnic minorities, economically disadvantaged, underachievers, or handicapped, are discussed, along with techniques for overcoming the obstacles. A bibliography lists four references on identification and approximately 50 references on the nontypical gifted. Appendices contain procedures for selecting a group mental ability test; sample forms, letters, and identification materials, including teacher, parent, and self referral forms; descriptions of possible tests for use in measuring talent and giftedness; a glossary of technical terms; sample identification procedures from Hillsboro Elementary School District; and background information on identification, student records and confidentiality, and student characteristics. (JDD)

ED 330 147 EC 300 117

Balzer, Charlene, Ed.; Siewert, Bob, Ed.
Program and Service Models: Suggested Programs and Services for Identified Talented and Gifted Students, K-12. Technical Assistance Paper 3. Revised.
Oregon State Dept. of Education, Salem. Div. of Special Student Services.
PUB DATE - Jul 90
NOTE - 35p.; For related documents, see EC 300 115-119.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Administrative Organization; Class Organization; Delivery Systems; Educational Planning; Elementary Secondary Education; *Flexible Progression; *Gifted; Models; *Program Development; Pyramid Organization; Special Programs; State Standards; *Talent
IDENTIFIERS - Oregon

This document explains Oregon requirements for identification and a broad range of approaches to improving the effectiveness of public employment, education, and training programs. Papers include "Kentucky Job Training Certificate System" (Rigsby); "Public/Private Training Collaboration at the Workplace: The Michigan Job Opportunity Bank-Upgrade Program" (Reesman, Kohl); "Massachusetts Workplace Education Initiative" (Stein); "Creating a Market in Education and Training: The Case of the Missing Demand" (Pennington et al.); "Partnership for Workforce Quality: Maryland's Response to Skills Upgrading" (Theis); "Building Opportunities Program: Creating Employment and Training Opportunities for Minorities in Large-Scale Public Projects" (Gilbert); "Workplace Excellence: Exploring Options for Skills Certification and Accreditation of On-the-Job Learning Programs" (Fisher, Syrek); "Idaho's Public/Private Training Collaboration at the Workplace" (Daly); and "Project RIO: A Special Initiative for Ex-Offenders" (Snow, Robins); "Fifteen Agencies--One State Human Resource Development Plan" (Wimer); "Ohio Employment Service: Vision for the Future" (Saunders); "California Employment Development Department's Youth Employment Opportunity Program" (Dave, Venters-Bowles); "Texas Quality Work Force Planning: Preparing Texas for the Twenty-First Century through a Skilled and Educated Workforce" (Boyd et al.); "Union Involvement in State Government Economic Development/Training Programs" (Marschall); "Meeting the Challenge: The Governor's Initiative for Work Force Excellence" (Horne); "Pennsylvania Youth Apprenticeship Program: A Work-Based Learning Demonstration Project" (Coy, Bosworth); "Utilization of Joint Labor-Management Committees in Plant Closings and Mass Layoffs--The Michigan Experience" (Houck, Baker); and "Project ESTEEM: Encouraging Special Talents and Enriching Esteem and Morale" (Kontogianes). The agenda is provided. (YLB)

ED 329 661 CE 057 035

Hispanic Youth--Dropout Prevention. Report of the Task Force on the Participation of Hispanic Students in Vocational Education Programs = La Joventud Hispana. Reporte del Grupo Especial. La Investigacion de la Participacion de los Estudiantes Hispanos en la Educacion Relativa a la Vocacion.
Idaho State Dept. of Education, Boise. Div. of Vocational Education.
PUB DATE - Jul 90
NOTE - 95p.; English version contains colored ink and paper.
LANGUAGE - English; Spanish
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - General (140),
DESCRIPTORS - Ancillary School Services; Community Involvement; Dropout Characteristics; *Dropout Prevention; Dropout Research; Dropouts; *Educational Planning; Ethnic Discrimination; Guidance; *Hispanic Americans; Parent Participation; Potential Dropouts; Racial Discrimination; School Holding Power; Secondary Education; Spanish; State Surveys; *Statewide Planning; *Vocational Education
IDENTIFIERS - Hispanic American Students; *Idaho

An Idaho task force of Hispanic Americans, industry representatives, and education leaders studied the reasons Hispanic students were not enrolling in and completing vocational education programs. The task force sponsored a series of community meetings to identify reasons and solutions. Approximately 40-60 parents, students, and other interested school and community representatives participated in each community meeting. Discussions were analyzed, and lists of causes and solutions were developed. Solutions were grouped into five areas that formed the basis for a Suggested Action Plan. Following the task force report is the goal of the task force: to develop partnerships among government, business and industry, and community-based organizations to reduce the dropout rate of vocational education programs by focusing on three major areas: student demand for services, capacity of the vocational education delivery system to meet this demand, and the role of business and labor in providing advice and support. Some of the initiatives that are being taken to meet the challenges of the future are outlined: (1) new occupational education programs designed to provide students with skills they will need; (2) development of a student study plan and use of career information; (3) expanding the capacity of the vocational education system in the five large cities; (4) identification of alternatives for best uses of facilities; and (5) development of industry-specific training programs. Six tables provide secondary and postsecondary data on occupational education enrollment. (KC)

ED 329 679 CE 057 076

Brennan, Roslin E.; Brennan, Mark
A Word from the Riverina: Perspectives on Adult Literacy Education.
Riverina Regional Council of Adult Education, Wagga Wagga (Australia).
PUB DATE - 90
NOTE - 93p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Access to Education; *Adult Basic Education; *Adult Literacy; Community Attitudes; Community Size; Demography; *Educational Needs; Educational Research; Foreign Countries; Geography; *Illiteracy; *Literacy Education; Local Issues; Needs Assessment; Profiles; Regional Planning; Regional Programs; Urbanization
IDENTIFIERS - *Australia (Riverina)

This study identified the needs, aspirations, and hindrances defining and delineating adult literacy education in the Riverina region, New South Wales, Australia. Information sources were policy, opinion, memories, literature, and statistics. A profile of the region showed that the population was basically white and of Anglo-Saxon heritage. Riverina dwellers had regarded themselves as predominantly farming types, but Riverina was becoming more urbanized. The adult literacy offerings were varied and represented attempts by different organizations to respond to needs of adult learners. Their impact was affected by inadequate staffing, low levels of community information about literacy, and shoestring budgets. The literature showed different definitions of literacy that affected the debate about the regional response to literacy needs. Four separate perspectives were identified that established a specially Riverina flavor, although also having universal applicability: views of education, community attitudes toward nonreaders/writers, misconceptions about the process of becoming literate, and regional details that prevented people from pursuing literacy education. Case studies of two Riverina towns examined the importance that their populations attached to literacy and the regional features that influenced the status of literacy and access to literacy tuition. (46 references; 8 figures) (YLB)

ED 329 680 CE 057 078

Grubb, W. Norton
The Developing Vocational Education and Training "System": Partnerships and Customized Training. Reprint Series.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED),

Brannon, Yevonne S.; And Others
A Community Based Study of Adult Literacy in North Carolina.
North Carolina State Univ., Raleigh. Center for Urban Affairs and Community Services.
SPONS. AGENCY - North Carolina State Dept. of Community Colleges, Raleigh. Div. of Adult and Continuing Education.
PUB DATE - May 88
NOTE - 266p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Administrator Attitudes; *Adult Basic Education; *Adult Literacy; Basic Skills; *Community Colleges; Demography; Educational Needs; Educational Planning; Educational Research; High Schools; *Illiteracy; *Literacy Education; *Long Range Planning; Postsecondary Education; Program Improvement; State Programs; State Surveys; Statewide Planning; Student Attitudes; Two Year Colleges
IDENTIFIERS - *North Carolina

A North Carolina study examined the problem of adult illiteracy in Spring 1988. Secondary data for the service areas of eight community colleges chosen as study sites indicated that approximately 25 percent of North Carolinans aged 25 years and older had completed less than the ninth grade in 1980 and the majority of them were unemployed. A review of community colleges' long-range plans for literacy service provision showed that four programs provided literacy education in community colleges; the annual retention rate was 33 percent; and new students accounted for 67 percent of students. Surveys of literacy service providers found that: (1) improvement was needed in publicity, networking, and student diagnosis; (2) instructors focused on basic skills instruction; (3) problems included low motivation and self-esteem; and (4) students quit school due to work or lack of interest. State directors of adult literacy programs in other states were interviewed to collect information on features of their programs. Roundtable discussions at study sites obtained input on the problem. Recommendations focused on industry-sponsored classes; advertising; special services; instructional services; staff development; interagency cooperation; and funding. (The document contains 48 references. Appendixes, amounting to approximately one-half of the report, included selected data for study sites, literacy plans for North Carolina community colleges, survey questionnaires, and an inventory of literacy services for study sites.) (YLB)

ED 329 698 CE 057 108

Hughes, Donna M.; And Others
An Evaluation of Adult Basic Education Programs in North Carolina.
North Carolina State Univ., Raleigh. Center for Urban Affairs and Community Services.
SPONS. AGENCY - North Carolina State Dept. of Community Colleges, Raleigh. Div. of Adult and Continuing Education.
PUB DATE - Aug 88
NOTE - 110p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Adult Basic Education; *Community Colleges; Educational Finance; Educational Needs; Faculty Development; High School Equivalency Programs; High Schools; *Program Effectiveness; Program Implementation; Program Improvement; State Programs; Student Characteristics; Student Recruitment; *Teaching Methods;

lesson. Eighty-eight references are listed. A competency profile is provided for recordkeeping. A glossary of terms used in entomology and insect control is included in the student reference. (NLA)

ED 329 717 CE 057 177

Rodekohr, Sherie; Waeckerle, Debi
Landscaping and Turf Management. Instructor Guide, Volume 22, Number 2, and Student Reference, Volume 22, Number 3.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY - Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE - Dec 90
NOTE - 795p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - Agricultural Education; Behavioral Objectives; Competence; Competency Based Education; Floriculture; High Schools; *Landscaping; Learning Modules; Ornamental Horticulture; Pesticides; Pests; *Plant Identification; Plant Pathology; *Plant Propagation; Plants (Botany); Teaching Methods; Transparencies; *Turf Management; Vocational Education
IDENTIFIERS - Missouri

This instructor guide and the corresponding student reference contain 12 units, which cover the following topics: (1) opportunities in the landscaping and turfgrass industries; (2) how plants grow; (3) plant identification; (4) hand and power tools (identification and maintenance); (5) pesticides; (6) installation and maintenance of trees and shrubs; (7) installation and maintenance of bedding plants and ground covers; (8) turfgrass; (9) site analysis and evaluation; (10) plant identification and selection; (11) design elements; and (12) cost estimates. This material is designed to be taught to junior and senior high or vocational school students as a 1-year course. In the instructor's guide, each lesson in a unit contains some or all of the following: objective, study questions, references, teaching outline, student test with answers, transparency masters, job sheets, and assignment sheets. Plant identification and selection tables are located in the student reference. (NLA)

ED 329 718 CE 057 181

Pleskac, Susan M.
Assessment of Importance and Competence of Problem Solving and Decision-Making Skills in the Home Economics Classroom.

PUB DATE - May 90
NOTE - 55p.; Master's thesis, Northern Illinois University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - Consumer Education; Daily Living Skills; *Decision Making; *Educational Assessment; *High School Graduates; High Schools; *Home Economics; *Problem Solving; Program Effectiveness; Self Evaluation (Individuals); Time Management
IDENTIFIERS - *Illinois

This study examined the problem-solving and decision-making concepts included in the Consumer and Homemaking curricula in Illinois.

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS - *Auto Mechanics; *Course Content; Course Descriptions; Definitions; *Disabilities; Secondary Education; *Special Education; State Curriculum Guides; *Vocabulary; *Vocabulary Development
IDENTIFIERS - Kentucky

This packet contains an instructor's guide, student task sheets, and an illustrated vocabulary list for a program in automotive technology for handicapped students (special vocational education). The instructor's guide consists of a matrix of modules with vocabulary divided into 30 units of study for Auto Mechanics I and 17 units for Auto Mechanics II; suggestions for using student task sheets; a list of supplemental resources; and an index of all vocabulary words used in the program. Each of the student task sheets for levels I and II includes an introduction, performance objective, earning activities, additional activities, and a crossword. Units cover vocabulary for the 47 units of study of the auto mechanics I and II program. Included in the student task sheets are illustrated lists of all vocabulary words introduced in the units. (KC)

ED 329 737 CE 057 222

Vocational Education Program of Studies for Kentucky Schools.
Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE - Jun 90
NOTE - 154p.; Document printed on colored paper.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Academic Education; Agricultural Education; Allied Health Occupations Education; Business Education; *Course Content; *Course Descriptions; Home Economics; Integrated Curriculum; Marketing; School Catalogs; Secondary Education; Service Occupations; Special Education; State Curriculum Guides; *State Programs; Trade and Industrial Education; *Vocational Education
IDENTIFIERS - *Kentucky; Technology Education

This document lists and describes the courses offered in vocational education programs in eight vocational subject areas in the state of Kentucky. The program areas described include: (1) agricultural science and technology education; (2) alternative vocational/academic programs; (3) business education; (4) health and personal services; (5) home economics; (6) industrial/technology education levels I, II, III; (7) marketing education; and (8) special vocational programs. For each program area, courses are first listed, along with their codes, grade levels, and maximum high school credits granted. An overview of course descriptions and program requirements is then provided, followed by a course selection guide listing career areas cross-referenced to skills developed by grade level. Finally, each course is described briefly. (KC)

ED 329 738 CE 057 225

EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adult Basic Education; Adult Literacy; Adult Programs; Cooperative Programs; Coordination; Economically Disadvantaged; Employment Programs; Federal Aid; Females; *Fund Raising; Illiteracy; *Job Training; *Literacy Education; Low Income Groups; *Private Financial Support; Program Costs; *Public Support; State Aid; *Womens Education

This technical assistance guide contains information on sources to fund a comprehensive literacy component in an employment and training program. The section on public funding addresses federal and state funding, funding processes, and strictures on public funding. A section on private funding focuses on the two largest sources--foundations and corporations. Other funding sources in a program's community are then considered, including United Way campaign, churches, associations, and clubs. A chart provided in each of the first three sections indicates sources available and some limitations associated with them. The next section addresses educating the funding community and discussing with funders such topics as a definition of literacy, outcome goals, the teaching of literacy, cost per participant; and serving the needs of low-income single parents. Strategies are suggested to increase the chances of gaining funding through knowing the sources and knowing the players. A section on organizing to raise funds addresses accountability within the organization and coordination and collaboration with other programs. Other sections focus on the interaction of women's employment and training programs serving low-income women with public systems that administer welfare, education, and job training funds and list strategies for dealing with funding uncertainties. Twenty resources are listed. (YLB)

ED 329 756 CE 057 324

Beck, Judy A.
Literacy and Employment Training Program Participant Follow-Up. A Technical Assistance Guide. A Supplement to: Wider Opportunities: Combining Literacy and Employment Training for Women. A Program Model.
Wider Opportunities for Women, Inc., Washington, D.C.
SPONS. AGENCY - Employment and Training Administration (DOL), Washington, D.C.; Hitachi Foundation, Washington, DC.
PUB DATE - 90
NOTE - 27p.; For related documents, see ED 299 397, ED 300 553, and CE 057 322-323.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adult Basic Education; Adult Literacy; Adult Programs; Economically Disadvantaged; Employment Programs; Females; Financial Support; *Followup Studies; Fund Raising; *Graduates; Illiteracy; *Job Training; *Literacy Education; Low Income Groups; *Participation; Program Implementation; *Womens Education

This technical assistance guide suggests strategies for achieving success in all aspects of follow-up of literacy/employment training program participants. A brief section is devoted to the importance of setting standards for follow-up. The manual then discusses implementation strategies for each of the three aspects of follow-up: tracking for statistical and funding purposes;

identified selected categories with supporting elements that could be useful in strengthening adult education. The literature review focused upon five major research areas: (1) the nature and extent of adult literacy; (2) the most cost-effective means of reaching the illiterate population; (3) the potential use of technology in adult education programs; (4) supporting exemplary cooperative adult education programs; and (5) models and means for improving adult education opportunities for elderly individuals and adult immigrants. A 5-point variation of the Likert scale was developed for participant responses to 37 research-related statements. Of the 57 state directors of adult education to whom this research priorities' instrument was sent, 27 responded, a 45.6% rate of return. Results from the data collected were sufficient to obtain a computed mean score and rank order listing for each statement, percentage distribution of responses for the three classifications, the number of responses obtained for each statement, and a ranked mean score for all five research categories. The concern of the respondents in selecting student outreach and recruitment as the most important statement clearly recognizes the difficulties involved in recruiting students throughout the United States. (Fifty-eight references and seven tables are included.) (NLA)

ED 329 775 CE 057 361

Department of Labor Employment and Training Programs, and H.R. 4087. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred First Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
PUB DATE - 25 Apr 90
NOTE - 188p.; Serial No. 101-46.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Employment Programs; *Federal Legislation; *Federal Programs; Hearings; *Job Training; Postsecondary Education; Program Improvement; *Veterans; *Veterans Education
IDENTIFIERS - Congress 101st

This document is a transcript of oral and written testimony given by witnesses at a Congressional hearing that examined veterans' employment and training programs administered by the Department of Labor, and H.R. 4087, a bill to amend certain aspects of those programs. (H.R. 4087 aims to make employment counseling available to veterans and to extend the eligibility for Vietnam-era veterans.) Witnesses included the Assistant Secretary of Labor for Veterans' Employment and Training, officials of various veterans' associations and organizations (such as the American Legion and Vietnam Veterans of America), and state officials. The Assistant Secretary of Labor testified that the bill would be redundant and too costly. He also suggested changes in existing programs to permit the Department of Labor to conduct further studies of funding and permanency of programs. A representative from New York described the veterans' programs being conducted in that state and asked for implementation of H.R. 4087 in order to continue those programs. Most of the veterans' representatives supported the proposed legislation, with modifications. (KC)

ED 329 776 CE 057 362

Tanguiane, Sema
Literacy and Illiteracy in the World: Situation, Trends and Prospects. International Yearbook of Education. Volume XLII--1990.

SPONS. AGENCY - Texas Education Agency, Austin. Div. of Vocational Programs.
PUB DATE - 30 Jun 89
NOTE - 181p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Articulation (Education); College Mathematics; Course Descriptions; Course Evaluation; Curriculum Development; Educational Facilities Design; *Electronics; *Engineering Technology; High Schools; Instructional Materials; Occupational Information; Postsecondary Education; Program Implementation; Teacher Qualifications
IDENTIFIERS - *Texas

The Cooke County College and Gainesville Independent School District (Texas) jointly offer students the opportunity to obtain 4 full years of electronics training--2 in high school and 2 in college--through an articulation agreement. This "2 2" program gives students two options from which to choose depending upon their career goals: electronics technology program and electronics engineering technology program. Students can begin the math component of their formal training for a career in electronics in their junior year of high school. The 2 2 project provides training that leads to employment opportunities for entry-level electronics technicians and specialists. This model program development project guide includes: (1) goals and objectives; (2) timeline of project events; (3) 2 2 committee assignments; (4) facilities/equipment committee; (5) evaluation committee; (6) human resource assessment; (7) students preenrolled; (8) student needs survey; (9) student assessment tool; (10) Appendix A--textbook readability; (11) Appendix B--Microcomputer Evaluation and Screening Assessment profile; (12) Appendix C--sample assessment tracking form; (13) implementation, tracking, and follow-up plan; (14) course description; (15) competency profiles; (16) articulation agreement; (17) evaluation criteria scale, evaluation committee recommendations, and rebuttal of the evaluation; (18) facilities and equipment; (19) teacher approval criteria; (20) retrospect, recommendations, and caveats; (21) notice of grant award; (22) committee minutes; (23) syllabi--DC and AC circuit analysis, solid state devices, and analog circuits; (24) 108 references; and (25) promotional literature. (NLA)

ED 329 795 CE 057 414

"2 2" Articulated Health Occupations Project. Nursing Program. First Year Report.
Paris Independent School District, Tex.
SPONS. AGENCY - Texas Education Agency, Austin. Div. of Vocational Programs.
PUB DATE - Jun 89
NOTE - 74p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Education; *Articulation (Education); *Curriculum Development; *Health Occupations; Instructional Materials; Job Performance; *Nursing Education; Occupational Information; Postsecondary Education; Prerequisites; Required Courses; Secondary Education
IDENTIFIERS - *Instructional Systems Development; Texas

This report describes the procedures and accomplishments of the first year of a multiyear project to develop a "2 2" articulated

Brazilian women showed a general optimism in their expectations about future jobs, where management style will be equitable, flexible and friendly. Men expected to have freedom in the organization of their work, with a more general management style; women expected a flexible supervision using a control with a low emphasis on status. This difference, which appeared only in Brazil, may be explained by a stronger tendency to instrumentality among males and to expressiveness among females. (ABL)

ED 329 812 CG 023 181

D'Amorim, Maria Alice
Work Expectations in Brazilian and Belgian Undergraduates.

PUB DATE - Jul 90
NOTE - 15p.; Paper presented at the Annual Convention of the International Council of Psychologists (48th, Tokyo, Japan, July 14-18, 1990). For a related document, see CG 023 180.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *College Students; *Cross Cultural Studies; Employment; *Expectation; Foreign Countries; Higher Education; Sex Differences; Student Attitudes; Work Attitudes
IDENTIFIERS - Belgium; *Brazil

Expectation theory, developed during the 1930s and 1940s, explains human behavior in terms of interaction between person and situation characteristics, as they are perceived by the individual. This study is centered on the expectations of Belgian and Brazilian undergraduates about their first professional job. Recent research about work expectations by men and women found as its main determinants, social class, number of socially acceptable careers and the type of social experiences available during childhood. Brazilian (N=342) and Belgian (N=273) undergraduate college students completed an inventory which assessed work-related expectations in the areas of work's social significance, tasks characteristics, opportunity to use one's abilities, and opportunity to receive feedback about one's performance. The results indicated that the expectations of young people about their future were influenced by their cultural background and their previous work experience. Brazilians were optimistic about their first jobs, despite the economic situation in the country. Not only did they expect to be more successful in their jobs, but the women expected their jobs would be socially significant. Belgians showed pessimism towards their first jobs and feared that requirements would be high. (ABL)

ED 329 813 CG 023 182

Hoon, Seng Seok
Feuerstein's Instrumental Enrichment: An Exploratory Study for Activating Intellectual Potential in Slow Learners.

PUB DATE - Jul 90
NOTE - 12p.; Paper presented at the Annual Convention of the International Council of Psychologists (48th, Tokyo, Japan, July 14-18, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Elementary Education; *Elementary School Students; Foreign Countries; *High Risk Students; *Intervention; Program

(150)
DESCRIPTORS - Coping; *Death; *Grief; Interviews
IDENTIFIERS - *Funerals; *Rituals

Much of the literature regarding funeral ritual deals with a definition of what ritual is, what it does within the societal context, and how it attempts to accomplish facilitation of grief work. General consensus among the theorists is that ritual consists of organized action conveying meaning and intent with the purpose of perpetuating societal predictability and providing a personal means of dealing with the chaotic process of grief. This study investigated the role and function of funeral ritual. Qualitative method was used in a triangulation study in which clergy, funeral professionals, and lay mourners participated in semi-structured interviews. Thematic analysis revealed a consensus across respondents regarding general components of ritual. Seven key functions of ritual were identified: (1) acknowledging the death; (2) promoting acceptance of the death; (3) facilitating acceptance of change; (4) offering structure during chaos; (5) providing opportunities to strengthen bonds; (6) providing access to community support; and (7) offering meaning in the context of death. The final finding of this study related to the media and their influence on societal death perceptions. (LLL)

ED 329 833 CG 023 202

Feng, Jianhua
The Adaptation of Students from the People's Republic of China to an American Academic Culture.

PUB DATE - 20 Mar 91
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Chinese Culture; College Students; Counseling; *Foreign Students; Higher Education; *Special Needs Students; Student College Relationship; *Student Needs; Student Welfare

International education continues as a tradition and practice inherited from ancient times. However, it poses many challenges and unresolved problems that are reflected in the concerns of individual students, their host countries, and educational institutions. The present study examined the nature of Chinese students' adaptation to U.S. culture so that student organizations and student service professionals may become more sensitive to and conscious of their needs. The study was conducted at a southern university with an approximate enrollment of 22,000 students, of whom 52 students were from the People's Republic of China. Data were gathered primarily through participant observation, unstructured interviews, and semistructured interviews. Four Chinese students and one international student advisor (U.S.) were selected as key informants for the study. Four principal areas concerning Chinese students' adaptation and adjustment were identified: (1) financial difficulty; (2) cultural differences; (3) academic concerns; and (4) language ability. To help international students adapt smoothly to U.S. culture, and universities in particular, university personnel and international student service professionals must realize that international students have common adaptation problems and they also have problems peculiar to their own cultural groups. (LLL)

ED 329 834 CG 023 203

Horend, Isabel; Perdue, Lauren
Disordered Eating and Decreased Parental Attention during

Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adolescents; Antisocial Behavior; *Athletes; *Behavior Problems; *Drug Abuse; Higher Education; Performance; *Physical Health; *Psychological Patterns; Secondary Education
IDENTIFIERS - *Steroids

This review of the literature on the psychological and behavioral effects of anabolic-androgenic steroids (AS) first looks at aspects of the history and prevalence of AS use in competitive sports. Research suggests that one-quarter to one-half million adolescents in the United States have used, or are currently using AS. Some effects of androgens on the central and peripheral nervous systems are reported. Numerous studies have examined relationships between testosterone levels, mood and behavior. A pattern of association between plasma testosterone and both subjectively-perceived and observed aggressive behavior has been revealed. Results from studies examining the effects of androgen therapy in individuals with androgen deficiencies have been mixed. Some demonstrate significant, positive psychological changes with AS and others do not. Examination of the effects of mental health in athletes with AS shows that for the most part, individuals use AS to significantly improve appearance and/or performance beyond what would be expected from training alone. The effects of AS have been reported in relation to withdrawal symptoms. Withdrawal effects include mood swings, violent behavior, rage, and depression; possibly severe enough to lead to thoughts of suicide. Methodological shortcomings in the studies reviewed are discussed. A summary reviews the issues associated with AS use in light of the methodological limitations. Medical and legal concerns regarding the psychological and behavioral effects of AS are discussed. (LLL)

ED 329 854 CG 023 224

The Title 38 Personnel System in the Department of Veterans Affairs: An Alternate Approach. A Report to the President and the Congress of the United States. A Special Study.
Merit Systems Protection Board, Washington, D.C.
PUB DATE - Apr 91
NOTE - 56p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - General (140), Reports - Research/Technical (143)
DESCRIPTORS - Federal Government; Federal Programs; Federal Regulation; *Government Employees; Health Occupations; *Health Personnel; Personnel Management; *Personnel Policy; Personnel Selection; Veterans
IDENTIFIERS - *Department of Veterans Affairs

The substantial majority of the more than 2 million employees of the executive branch of the federal government are employed under a common set of personnel laws contained in title 5 of the United States Code. To a degree unprecedented in their history, these laws and the voluminous rules and regulations which flow from them are accused of being outdated or inadequate to the human resource challenges facing the government today. However, in a few federal agencies, some or all of their employees are employed under a completely different set of personnel laws, rules, and regulations. While the historical reasons for establishing these alternate personnel systems vary, each system offers an opportunity to examine how its alternate rules and methods meet the human resources needs of its agency and whether adoption of these rules and methods in the title 5 system would be desirable. Accordingly, this report examines the operation of a personnel system covering approximately 75,000 health care workers in the satisfaction, physical health, coping resources, and unpaid help. After treatment at 4 months, 26 caregivers improved, 18 worsened, and 8 showed no change on outcome measures. There was a significant bidirectional relationship between change in depression and change in social network satisfaction. Depression level at intake was related to depression level at 4-month follow-up and both were related to change in social network satisfaction. Change in social network satisfaction predicted change in coping behaviors and the resources used. Change in unpaid help from family, friends, and neighbors also predicted change in social network satisfaction. These findings suggest that the multicomponent intervention helps the less depressed caregiver experience improvement in social network satisfaction, coping behaviors, utilization of resources, and feeling of depression. (Author/BHK)

ED 329 874 CG 023 245

Stuckey, Jon C.
The Sunday School Class: The Meaning of Older Women's Participation in Church.

PUB DATE - Nov 90
NOTE - 21p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Churches; *Church Role; *Females; *Older Adults; *Social Support Groups

This study examined the role of the church in providing elderly women with a structure within which to maintain social contact and spiritual support into old age. Twenty-one middle-class, older white women, all of whom lived in the same small Ohio town, attended the same Methodist church, and belonged to the same Sunday school class, were interviewed (n=21). Three themes emerged from the interviews: (1) the class members were very close to one another; (2) the impact of widowhood upon church participation varied; and (3) age-strata emerged in the church despite the ready availability of intergenerational contact. The church had provided subjects with a source of social support throughout their lives, but its degree of importance varied across time, with the pattern of church participation among the subjects following a curvilinear trend. While the church may hold different meanings to each of these women, all them found it important to attend regularly and to continue their participation. Although the findings of this study are not generalizable to society as a whole, they do suggest that churches may have the potential to meet some of the social support needs of their congregations, especially the widowed, never married, and childless. (BHK)

ED 329 875 CG 023 246

Allie, Stephen M.
Developing Employee Assistance Programs: New Roles for School Psychologists.

PUB DATE - 21 Apr 90
NOTE - 8p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (22nd, San Francisco, CA, April 17-22, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

"task," and "impact"? (2) What responses do these concerns elicit from university researchers and other participants? and (3) What changes occurred among participants during their involvement in the initial phase of this project? Data sources included: audio tapes of weekly inservices involving 2 university researchers, 23 teachers, and the school principal; teacher journals; participant responses to questionnaires; field notes of classroom observations; and collaborative interactions with teachers. Findings from the initial phase of the study are reported through three case studies. They represent change that occurred in teachers who had been initially perceived as traditional, average and expert regarding whole language literacy instruction. In their journals, essays, concern surveys, and conversations, the voices of teachers, as represented by Doris, Jackie, and Jean, confirmed the efficacy of the following change factors: change is a process, not an event; change is a highly personal experience; change involves developmental growth; and change is best understood as it directly affects classroom practice, students and preparation time. (One figure showing stages of concern data is included.) (MG)

ED 329 895 CS 010 444

Nistler, Robert J.; Shepperson, Grace M.
Exploring New Directions for Staff Development: Teachers in Charge of Change.

PUB DATE - Nov 90
NOTE - 18p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990). Figure 1 contains small print. For a related paper, see CS 010 443.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Educational Change; Educational Research; Elementary Education; Higher Education; *Inservice Teacher Education; *Instructional Improvement; Professional Development; Teacher Attitudes; *Teacher Effectiveness; Teacher Improvement; *Teaching Styles; *Whole Language Approach
IDENTIFIERS - Teacher Researcher Cooperation; Texas

After a decision was made at a Texas elementary school to adopt a whole language philosophy toward literacy instruction, a study was designed to address three research questions: (1) What levels of concerns are raised by teachers in the areas of "self," "task," and "impact"? (2) What responses do these concerns elicit from university researchers and other participants? and (3) What changes occurred among participants during their involvement in the initial phase of this project? Data sources included: audio tapes of weekly inservices with 2 university researchers, 23 teachers, and the school principal; teacher journals; participant responses to questionnaires; field notes of classroom observations; and collaborative interactions with teachers. Initial inservices were designed to help participants identify current practices in order to facilitate their assimilation of new knowledge at later stages of the program. Activities promoting individual reflection and talk among teachers provided opportunities for new understandings and beliefs to be confirmed or rejected, with the eventual goal of establishing a common knowledge base. Other inservice meetings were designed to guide individual exploration into whole language instruction, to identify instructional themes/topics and accompanying children's literature by grade levels, and to provide an opportunity for process of reading. Use of approaches based on the work of cognitive psychologists can be integrated into either instructional framework to address some of the nagging concerns raised about each model. Special educators should consider seriously the issues and criticisms raised by whole language authors. If nothing else, empirical research has enabled reading theorists to move beyond statements of philosophy and toward a serious analysis of what teachers really do with children. (Fifty-four references are attached.) (RS)

ED 329 914 CS 010 465

Henk, William A.; And Others
The Influence of Readers' Prior Knowledge and Level of Involvement on Interpreting Ambiguous Text.

PUB DATE - Nov 90
NOTE - 18p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Ambiguity; Athletes; High Schools; High School Students; *Prior Learning; *Reading Comprehension; Reading Research; Text Structure
IDENTIFIERS - Illinois; Text Factors

A study investigated the role of prior knowledge in ambiguous text interpretation by directly measuring readers' knowledge of, and level of involvement with, three distinct topical domains that could be assigned during reading of an ambiguous passage. Subjects, 52 athletes of average or above average reading ability competing in one of three interscholastic spring sports (tennis, golf, or softball/baseball) for one small rural and one large suburban Illinois high school, read an ambiguous passage that could be taken to be about any of the three sports, free-wrote about the passage, and answered a series of multiple-choice questions which included five randomly ordered choices representing aspects of either tennis, baseball, or golf. The investigation offered some interesting insights, for example: (1) evidence for a prior knowledge effect due to group membership was observed especially in the case of baseball players; (2) the golfers and tennis players, despite direct participation, demonstrated somewhat less domain knowledge of their respective sports than they did of baseball; (3) and across subjects, high positive relationships were observed between each sport's respective prior knowledge and level of involvement scores. Findings suggest that the conclusions of earlier ambiguity studies should probably be reconsidered in light of the complex interrelationships that appear to exist between prior knowledge and level of involvement variables. (One table of data is included; 12 references are attached.) (RS)

ED 329 915 CS 010 466

Narang, H. L.
Improving Reading Instruction through Field-Based Experiences.

PUB DATE - Mar 91
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom

not a sufficient condition for reading and writing success. Although holistic language arts instruction contributes to phonemic awareness, it is not sufficient training for all children. The contribution of home literacy to the development of phonemic awareness is apparent. (Seven tables of data are included and 21 references are attached.) (MG)

ED 329 934 CS 010 486

Kachuck, Beatrice
The Question of Readers in Reading Research.

PUB DATE - 29 Nov 90
NOTE - 13p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cultural Context; Elementary Secondary Education; Higher Education; Literature Reviews; Meta Analysis; *Racial Differences; *Reading Ability; *Reading Research; Research Methodology; *Sex Differences; *Socioeconomic Influences

To help clarify the meaning of three social constructs (class, race/ethnicity, and gender) that have been persistent indicators of reading ability, a literature review examined 393 research reports published between 1985 and 1989 in four major journals that commonly present research on reading. Articles for the review were selected regardless of methodology or focus. Class, race/ethnicity, and gender information was recorded for each of seven questions around which the review was organized. Results indicated: (1) researchers who considered poverty, race/ethnic minority status, and gender provided useful clues but not enough for a robust analysis; (2) 41% of the studies did not identify respondents' class, gender, or race/ethnicity; and (3) almost all the studies were virtually devoid of consciousness that respondents bring complex histories to research episodes. Findings suggest that the studies reviewed did not illuminate links between reading ability and its persistent social markers. (Sixty-five references are attached.) (RS)

ED 329 935 CS 010 487

Bos, Candace S.; Anders, Patricia L.
The Effectiveness of Interactive Instructional Practices on Content Area Reading Comprehension.

SPONS. AGENCY - Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE - Mar 89
NOTE - 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Analysis of Variance; Content Area Reading; *Instructional Effectiveness; Instructional Innovation; Intermediate Grades; Junior High Schools; Middle Schools; *Reading Comprehension; Recall (Psychology); *Teacher Effectiveness; Teaching Methods; Vocabulary Development
IDENTIFIERS - *Interactive Teaching

Perspective.

PUB DATE - 91
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Elementary Education; Higher Education; Independent Reading; *Learning Activities; Metacognition; Preservice Teacher Education; Prior Learning; Program Improvement; *Reading Centers; *Reading Improvement; Reading Programs; *Remedial Reading
IDENTIFIERS - Educational Issues; Reading Management

Much of the extensive diagnosis, testing, and data collection that now occur in reading clinics is time consuming and unnecessary. Private and university-based reading clinics, however, need to provide worthwhile activities that support students' literacy learning while they consider the important relationship of instruction and evaluation. After attempting congruence with the schools, the clinic teacher should apply "kidwatching" strategies as he or she builds and activates students' prior knowledge, develops their metacognitive awareness, and guides them to become independent readers. These and other considerations should be observed and applied by graduate students who have successfully completed appropriate courses and a required practicum. Thus, the clinic activities would benefit not only the children but also prospective teachers who will provide future generations of learners with cohesive instruction and evaluation. (Two figures are included; 27 references are attached.) (RS)

ED 329 955 CS 010 515

Shermis, Michael, Ed.
Parents Sharing Books: Self-Esteem and Reading.
Indiana Univ., Bloomington. Family Literacy Center.
SPONS. AGENCY - Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE - 91
NOTE - 40p.; For a related publication, see ED 324 662.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Books; *Childrens Literature; Intermediate Grades; Junior High Schools; Middle Schools; *Parent Participation; *Parent Role; Parents as Teachers; *Preadolescents; Reading Aloud to Others; Reading Materials; *Self Esteem
IDENTIFIERS - Family Literacy; Middle School Students

This booklet focuses on self-esteem, especially as to how reading at home can affect reading and school performance and how poor reading attainment can affect self-esteem. Specific steps to help middle school children gain self-esteem are discussed. Practical questions from parents are answered and activities are described which can be used at home. Books for preteens, teens, and parents are also recommended in the booklet. (MG)

ED 329 956 CS 010 524

Duran, Manuel, Jr.
Increasing Parental Involvement in a Chapter I Reading Program.

PUB DATE - Feb 91

NOTE - 162p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Class Activities; English Instruction; Higher Education; Teacher Developed Materials; Teaching Methods; Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS - Academic Discourse; *Student Centered Instruction; Writing Contexts; *Writing Development

This handbook for teachers of English explores the development of writing skills in an academic context. The book is intended for teachers working in situations where students are required to produce reports, essays, dissertations and other forms of academic writing in English. The book's first section examines the writing process and establishes the principles upon which the exercises in part 2 are based. This section also includes practical suggestions about such matters as classroom management and evaluation of student work. The book's second section contains 44 clearly presented exercises which reflect the belief that the learner's interests and concerns are central to the learning process. These exercises are grouped under four major headings: syllabus negotiations, organization of material, cross-cultural considerations, and writing skills and techniques. The exercises cover a wide range of writing skills from awareness of the reader to punctuation, draw on the students' own experience and knowledge of language, and are designed to facilitate discussion and collaboration. (SR)

ED 329 977 CS 212 727

Robinson-Armstrong, Abbie
Academic Journals: Annotated Bibliography.

PUB DATE - 91
NOTE - 10p.; For a related document, see CS 212 728.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Annotated Bibliographies; Class Activities; English Curriculum; Higher Education; Journal Writing; Reading Improvement; Reading Skills; Student Experience; *Student Journals; Study Skills; Thinking Skills; Undergraduate Students; Writing Across the Curriculum; *Writing Exercises; Writing Instruction

This annotated bibliography provides the educator with pertinent and practical information on the use of student journals in undergraduate courses. The bibliography presents the themes and key points for each of 16 articles (published between 1975 and 1988) located in professional journals and dealing with subjects ranging from teacher application to student improvement in reading, writing, and thinking skills. (KEH)

ED 329 978 CS 212 728

Robinson-Armstrong, Abbie
Using Academic Journals To Promote the Development of Independent Thinking and Writing Skills.

PUB DATE - 91
NOTE - 19p.; For a related document, see CS 212 727.
LANGUAGE - English

Sermons

College faculty who teach writing courses might find an examination of early religious literature helpful when trying to explain "writing for an audience" or "audience awareness" to their students. The Jesuit priest who preached to and wrote for the Indians in Brazil during the early colonial period, Jose de Anchieta, is a model of a writer who always kept his audience firmly in mind. In his plays ("autos"), Anchieta used various strategies to convert the Indians and to keep the Portuguese colonists on the straight and narrow path to heaven. Anchieta's "autos" seem to include something for everyone and contain all the popular culture forms--farce, music, dance, poetic recitation, and most of all, pure spectacle. The plays were usually written in three languages, Portuguese, Castilian Spanish, and Tupi (the language of the Indians). Anchieta wanted both to amuse and instruct his diverse audience. He incorporated elements of the Indians' usual ceremonial practices into Portuguese farce and used a fluent and natural language, replete with references to Brazilian settings, animals and birds, and historical occurrences. Anchieta's "autos" were very different in style from the sermons of the early New England preachers who also wrote for a specific audience, but who preached for the already converted and whose sermons were exclusionary as far as the North American Indians were concerned. (Twenty-two notes are included.) (NKA)

ED 330 000 CS 507 401

Phillips, Gerald M.

Communication Incompetencies: A Theory of Training Oral Performance Behavior.

PUB DATE - 91
NOTE - 337p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010)
DESCRIPTORS - *Communication Apprehension; *Communication Problems; Communication Skills; Higher Education; Interpersonal Communication; *Program Design; *Shyness; *Speech Communication; Theories
IDENTIFIERS - Communication Behavior; Communication Strategies; Pennsylvania State University

Arguing that the most effective method to help shy people develop essential social and communication skills is a modification of the way these people perform, this book proposes a system which includes skills training, cognitive restructuring, and systematic relaxation. The book's 12 chapters are as follows: (1) Understanding Communication Problems; (2) The Penn State University Reticence Program (contributed by Lynne Kelly); (3) The Problems of Problem Communicators; (4) Etiology of Communication Incompetence; (5) The Rhetorical Canons as a Basis for Pedagogy; (6) What Is Teachable: The Pedagogy of Social Discourse; (7) A Theory of Performance Modification; (8) Reducing Reifications to Behaviors; (9) The Instructional Model; (10) Improving Performance through Criticism; (11) Anxiety and Social Performance; and (12) The Milieu of Incompetence: A Quest for Order. An appendix presents an article entitled "Perspectives on Communication Competence" contributed by Rebecca B. Rubin. An extensive bibliography in two sections, citing references and listing works (with brief annotations) that influenced the book, is also included. (SR)

ED 330 001 CS 507 402

females, selected from current issues of the popular teen magazines "Teen Magazine," "Sassy," and "Visions." Students were given the ads and stories and asked to write a response to each. Students were then asked to respond to the question, "Would you like to be one of the persons in this ad/story? Why or why not?" Students also wrote a narrative evoked by the ad or story, followed by an inference about the ad's message. Results indicated that adolescents, particularly eighth graders and males, demonstrated little critical analysis of stereotyped ads. Adolescents were more likely to "like" the ad persons than the story characters and to generate idealistic stories in response to the ads than to the stories. Results indicated a need to teach critical response skills to stories and advertisements. (Four tables of data are included and 14 references are attached.) (MG)

ED 330 021 CS 507 426

Carney, A. Marie; Hamilton, Mykol C.
Ms.-Conceptions: Perceived Denotations and Connotations of the Title "Ms."

PUB DATE - Mar 91
NOTE - 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (37th, New Orleans, LA, March 20-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - College Students; Communication (Thought Transfer); Communication Research; Higher Education; *Language Attitudes; Language Styles; Rhetorical Theory; Sexism in Language; *Sociolinguistics; *Student Attitudes
IDENTIFIERS - Address forms; Language Sensitivity; Student Surveys

To see what students think the title Ms. means, and also to see what implications and impressions they attach to Ms., a study questioned 68 college students (36 female, 32 male) on their best approximations of "dictionary definitions" for the titles Ms., Mr., Mrs., and Miss. Respondents also provided personal connotations for the titles and indicated which title, if any, they preferred to use for themselves. Results indicated that while all students could correctly define the traditional titles Mr., Miss, and Mrs., only about half correctly defined the non-traditional title Ms. Although it was not unusual for connotations of Mr. to include some positive aspect, Ms. and Miss were seen as having more negative connotations. (TD)

ED 330 022 EA 022 020

Krumm, Volker
Whose School Is It? Comments on a Deplorable State Almost Everybody Seems To Be Content With.

PUB DATE - 89
NOTE - 27p.; Lecture presented as part of a series for the anniversary of the refounding of the Paris-London University (25th, Salzburg, Austria).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Change Strategies; *Decentralization; Elementary Secondary Education; Federal Regulation; Foreign Countries; *Governance; Government School Relationship; Institutional

*Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Finance Reform; *Tax Effort
IDENTIFIERS - *Illinois

In November 1990, a group of 47 school districts filed suit against the state of Illinois, charging that inequity in school financing violates the right to equal protection under the state constitution. This report, prepared by a coalition of 17 Chicago-based nonprofit organizations, provides Illinois citizens with an analysis of current school finance inequities, some historical background, and alternative funding options. Illinois schools are supported by revenues received from local property taxes, state aid and grants, and federal grants. The amount of support varies from district to district, due to differences in property wealth, tax rates, and the number of low-income students qualifying for state or federal assistance. Some property wealth variations are so high and the state support level so low that revenue disparities have reached an intolerable 5:1 ratio. Funding inequity causes may be traced to three areas: school enrollments, property wealth, and state policy. Some taxpayers bear an unfair tax burden, while others pay very little. Addressing both equity in per pupil expenditure and taxpayer equity, The EdEquity Coalition has examined four funding options: (1) an increased foundation level of state support; (2) an income tax-property tax offset; (3) a county assumption formula; and (4) a state nonresidential education property tax. Combinations of these options are both possible and likely. Appendices contain information on racial/ethnic population shifts, Illinois school enrollment figures, property wealth changes, poverty-impacted districts, per pupil revenues, county tax exchange gains and losses, and county tax rates for the county assumption option. (MLH/author)

ED 330 042 EA 022 749

Weber, Peter S.; Hickrod, G. Alan
School Finance Reform: Equity or Adequacy. A Brief Look at Several Widely Circulated Proposals for Reform. MacArthur/Spencer Series Number 17.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY - John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE - Jan 91
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Accountability; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Finance Reform; *Models
IDENTIFIERS - *Funding Formulas; *Illinois

This monograph examines several proposed school finance formulas addressing funding and/or taxation disparities produced by the current Illinois system. The analysis is conceptual, as each model is either in the developmental stage or has not been simulated to demonstrate actual impact. Specific algebraic formulations are ignored when discussing each proposal's underlying goals and assumptions. The distribution formulas examined include the State Board of Education Prototype, the Adequacy Plus Property Tax Relief (APPTAR) model, full state assumption, the Changing How Illinois Education Is Financed (CHIEF) proposal, full state funding of elementary education, and a proposal introduced as Senate Bill 1902 during the 86th General Assembly. Following a brief description of individual proposals, they are examined and

Evaluation; Educational Administration; Elementary Secondary Education; Evaluation Criteria; Job Performance; Personnel Evaluation; *Principals
IDENTIFIERS - ERIC Digests

Although principals are essential to their schools' effectiveness, they often receive only perfunctory evaluation. Themes from current literature on principal evaluation are highlighted in this digest; they include the reasons for principal evaluation, initial steps in designing evaluation systems, methods and sources of evaluation, and models of principal evaluation implemented in two school systems (North Carolina and Oregon). Common problems are also discussed; these include confusion about the purpose, formation, and application of evaluation criteria. (11 references) (LMI)

ED 330 065 EA 022 781

Report on Education Legislation: 1990 Session of the General Assembly.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE - Aug 90
NOTE - 107p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Budgeting; Educational Assessment; Educational Finance; *Educational Legislation; Elementary Secondary Education; Higher Education; Laws; Public Schools; State Action; State Government; *State Legislation; *State School District Relationship; Teacher Salaries
IDENTIFIERS - *North Carolina

Summaries of special provisions and ratified bills are presented in this report on educational legislation conducted by the 1990 session of the North Carolina General Assembly. Contents include legislation pertaining to education budget expansions and reductions and summaries of special provisions and ratified bills. Legislative outcomes include provisions for forestalling additional funding for the Basic Education Program; providing a 6 percent salary increase for teachers and administrators; forming commissions to study driver education, parental involvement, and year-round education and also to conduct a policy review of public schools, community colleges, and the university system; and granting sole authority to local boards of education in the selection of supplementary instructional materials regardless of advertising content. Appendixes include descriptions of reports, studies, and study commissions affecting education, copies of special provisions, and the full texts of ratified bills. (LMI)

ED 330 066 EA 022 782

King, Al
Synthesis of Information Relating to School and Business Partnerships.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 28 Feb 86
NOTE - 80p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Career Exploration; Change Strategies; *Cooperative Education; *Cooperative Programs; Corporate Support; Elementary

Eye Protection in Educational Institutions.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE - 89
NOTE - 32p.; Report developed in cooperation with the Eye Safety Committee, National Society to Prevent Blindness--New Jersey.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Accident Prevention; Elementary Secondary Education; *Eyes; Legal Responsibility; Occupational Safety and Health; Safety Education; *Safety Equipment; *School Accidents; *School Safety
IDENTIFIERS - New Jersey

Intended to help reduce the number of school eye injuries in New Jersey, this document begins with a brief review of existing legislation regarding eye protection in educational institutions and a list of elements essential in an eye safety program. Second, eye protection equipment is examined in terms of: the advantages of safety spectacles over street eyegear; personal eyewear; contact lenses; photochromatic lenses; the use of cover goggles; maintenance and disinfection of eye protective devices; and the posting of eye hazard areas. A selection chart for eye and face protectors for use in industry, schools, and colleges is followed by a chart listing operations and activities commonly conducted in vocational education, science, and fine art instructional settings; their eye hazards; and methods of protection. Appended is information regarding State law and State Board of Education rules and regulations on the use of eye protection devices; the selection of shade number for welding filters; the American National Standards Incorporated; establishing a "Wise Owl Chapter" (application included); first aid for eye injuries; guidelines for contact lenses use in industry; eye health and safety resources; and additional contacts. (CLA)

ED 330 086 EA 022 809

Snyder, Thomas D.; Hoffman, Charlene M.
Digest of Education Statistics, 1990.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Feb 91
NOTE - 526p.; Some small print may not reproduce adequately in paper copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - Academic Achievement; Adult Education; Degrees (Academic); Dropout Rate; *Educational Attainment; *Educational Finance; Educational Trends; Elementary Secondary Education; Employment Level; *Enrollment; Ethnic Groups; Federal Programs; Government Publications; Higher Education; Information Technology; *Institutional Characteristics; International Education; Library Statistics; Microcomputers; National Norms; Postsecondary Education; Preschool Education; Private Schools; Public Schools; *School Demography; School Holding Power; *School Statistics; Student Characteristics; Student Costs; Student Financial Aid; Tables (Data); Teacher Characteristics; Technical Education

This document, consisting of 7 chapters, 35 figures, and 380 tables, provides statistical data on most aspects of United States education, both public and private, from kindergarten through graduate school. The chapters cover the following topics: (1) all levels of education; (2) elementary and secondary education; (3)

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Compulsory Education; Elementary Secondary Education; *Home Schooling; Ideology; Institutional Role; Political Socialization; Power Structure; *Private Education; *Privatization; Public Schools; *States Powers
IDENTIFIERS - *Conflict Theory

Issues surrounding parental decisions to privatize their children's education are examined in this paper, which focuses on three issues: (1) the declining credibility of state-sponsored education; (2) the nature and causes of privatized education as a viable alternative; and (3) the context in which this option occurs. The first section discusses several Marxist theories of the state, and the second section uses data on parents who home school to demonstrate the relationship between privatized education and the structural conflicts rooted in the state's attempt to balance its dual imperatives of accumulation and legitimation. Methodology involved a questionnaire sent to 1,600 Oregon families, of whom 35 percent responded; indepth interviews were held with 15 of those families. Rationales given for home schooling included lack of parental influence on the educational system and opposition to its ideological content. Other findings showed that home schooling parents had little confidence in public education and other institutions, especially organized religion. Two groups, Christians and New Age affiliates, shared ideological reasons for home schooling. A conclusion is that the current trend toward privatized education must be examined within the wider context of "state crises" manifested at the organizational and ideological levels of the state, and that the home schooling movement is linked to the state's struggle to balance contradictory imperatives. Three tables are included. (33 references) (LMI)

ED 330 108 EA 022 849

Tallerico, Marilyn
Local Politics in Practice: Learning To Be a School Board Member.

PUB DATE - Apr 91
NOTE - 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Boards of Education; Elementary Secondary Education; Group Dynamics; Group Experience; Learning Processes; Local Issues; Orientation; Participative Decision Making; Politics of Education; School Districts; *Socialization

School board members' perceptions of the socialization process involved in the learning and development of their roles are described in this report. Methodology involved indepth interviews with 28 school board members from two rural and three suburban public school districts in Pennsylvania and New York, document analysis, and observation. Respondents reported that the most important things to learn include content and process within a unique context characterized by authority, accountability, and vulnerability; and that learning occurs through hands-on experience and the transfer of knowledge from other settings. A profile of board members indicates that they are capable and independent-thinking learners, purposefully engaged in multiple processes of self-directed growth and development. A conclusion is coefficients for developmental skills on the five major domains in the .54 to .72 range and teacher validity coefficients in the .48 to .74 range. The second study found that factor analysis for both teachers and parents indicates that the Developmental Skills are a different construct from the Interfering Behaviors, confirming that the Interfering Behaviors are "unique" and apart from normal developmental skills. The scales generally clustered together in the way The Five P's was theoretically organized when it was conceptualized. Tables detailing findings are appended. (Thirteen references) (Author/DB)

ED 330 129 EC 300 099

Lakin, K. Charlie; And Others
Persons with Mental Retardation and Related Conditions in Mental Retardation Facilities: Selected Findings from the 1987 National Medical Expenditure Survey. Project Report 29.
Minnesota Univ., Minneapolis. Center for Residential and Community Services.
SPONS. AGENCY - Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE - Dec 89
NOTE - 108p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)
DESCRIPTORS - Adults; Attendants; Costs; *Facilities; Group Homes; *Individual Characteristics; *Institutionalized Persons; Medical Services; *Mental Retardation; National Surveys; Organization Size (Groups); Personnel; Private Sector; Public Sector; *Residential Institutions; Sampling
IDENTIFIERS - *National Medical Expenditure Survey (1987)

This report presents statistics on residential facilities for the mentally retarded and on the residents themselves, derived from the Institutional Population Component of the 1987 National Medical Expenditure Survey (NMES). Part 1 presents an overview of the NMES and discusses previous efforts to survey persons residing in mental retardation facilities. Part 2 summarizes the data according to three groupings of facilities: (1) by type of operation (private for-profit, private nonprofit, and public) and size; (2) by Intermediate Care Facility certification and size; and (3) by size alone. Thirty-two tables detail the findings in areas such as resident movement, level of retardation, age distribution, activities of daily living, disturbing behavior and moods, medical conditions, use of special equipment, and employment status and wages. Part 3 describes an alternative method of using the population estimates to compensate for sample limitations and the resulting underestimation of the population of small mental retardation facilities. The final part presents a summary and conclusions and notes the relevance of the findings to current issues in residential services for this population. Ten findings include the following: access to community living opportunities for the retarded is growing; epilepsy, cerebral palsy, and circulatory disorders are the most common secondary conditions of residents; prosthetic equipment used varies considerably by type of facility; and there are more direct care full-time equivalent positions in mental retardation facilities than residents. (Thirteen references) (DB)

ED 330 130 EC 300 100

Horne, Richard, Ed.

programming for gifted and talented students. Five simple rules for planning programs and services are listed. Flexible pacing options are discussed, including continuous progress, early entrance, grade skipping, concurrent enrollment, advanced level courses, credit by examination, and compact courses or curriculum. A chart displays organizational strategies for flexible pacing, such as cluster grouping, cross-grade grouping, special full-time class/school, special part-time class, individualized instruction, learning centers, independent study, mentorship/internship, and extended day or school year programs. An organizational model for program and service strategies is presented, based on a pyramid with regular classroom strategies at the base, options outside the regular classroom but within the school district in the mid-section, and opportunities outside of local district control at the top. Appendices contain a Staff Resource and Needs Assessment Survey, a sample pyramid of program and service options, and an example of a completed pyramid. (JDD)

ED 330 148 EC 300 118

Balzer, Charlene, Ed.; Siewert, Bob, Ed.
Modifying Curriculum and Instruction: Suggestions for Modifying the Instructional Program To Meet the Requirements of OAR 581-22-403. Technical Assistance Paper 4. Revised.
Oregon State Dept. of Education, Salem. Div. of Special Student Services.
PUB DATE - Jul 90
NOTE - 24p.; For related documents, see EC 300 115-119.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)
DESCRIPTORS - Curriculum Development; Delivery Systems; Elementary Secondary Education; Enrichment Activities; *Gifted; Program Development; Program Implementation; Stimulation; *Talent; *Teaching Methods

Guidelines are offered to ensure a stimulating and challenging learning environment for gifted learners. Curriculum modifications are suggested in the areas of: (1) content (complexity, abstractness, and variety; organization; purpose and choice; interaction with peers; focus on issues, themes, or questions; and role of methodologist, technologist, and communicator); (2) process (study skills, research skills, thinking skills, creativity skills, and communication skills); (3) product (teacher's role, variety of products, quality products, and student involvement); and (4) environment (the teacher and the classroom). An appendix briefly outlines considerations for curriculum approaches, administrative options, and support services and resources required for program development. Another appendix lists eight recommended guides for curriculum development, 12 catalogs, and over 40 suggested materials for classroom use. (17 references) (JDD)

ED 330 149 EC 300 119

Balzer, Charlene, Ed.; Siewert, Bob, Ed.
Policies and Program Planning: Discussion of Administrative Concerns Related to the Implementation of ORS 581-22-403. Technical Assistance Paper 5. Revised.
Oregon State Dept. of Education, Salem. Div. of Special Student Services.
PUB DATE - Jul 90

Hispanic students. A three-step process toward achieving this goal is outlined. The Suggested Action Plan appears next, divided into five areas: school improvements, guidance, community/parental/family involvement, prejudice/discrimination, and student assistance. Each area consists of a goal and plans which list solutions, the groups responsible for implementing each solution, and when the actions should be undertaken. Appendixes, amounting to almost one-half of the report, include results of the community focus groups and a compilation of the focus groups' reports into priority items. (YLB)

ED 329 662 CE 057 039

Technologies for Literacy.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE - 90
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Community Programs; Economic Development; Economic Factors; *Educational Technology; Functional Literacy; Institutional Role; Knowledge Level; Learning Processes; Learning Strategies; *Literacy Education; Skill Analysis; Social Influences; Technological Advancement; *Technological Literacy
IDENTIFIERS - *United States; *Workplace Literacy

The Office of Technology Assessment (OTA) is undertaking a comprehensive assessment of literacy in the United States. The assessment will examine how technology offers new resources and creates opportunities to reach learners and improve productivity of learning. OTA will identify ways to increase learning access in existing programs and overcome economic, social, institutional, and technological barriers. In assessing new roles for technology, the study will analyze the changing requirements for skills and knowledge. In this effort, OTA will incorporate existing data and information about what people know, how they learn, and what they need to know in the workplace, the home, and the community. The assessment will look at the current base of adult education and family literacy services in schools, community colleges, community-based organizations, volunteer networks, libraries, and businesses. OTA will examine how these programs work, who is being reached, and what opportunities can be created by new institutional arrangements and emerging technology. Literacy is not a new issue for Congress. Several recently enacted laws, as well as House and Senate bills in conference, expand literacy services through a variety of institutions. Improving the literacy skills of all citizens is one of the six national goals agreed to at the Education Summit. OTA's work on educational technology, worker training, adolescent health, rural telecommunications, and economic development will provide useful background information. (Forty-one footnotes and a list of 12 major federal program supporting literacy efforts are included in this document). (NLA)

ED 329 663 CE 057 040

The Best of the Literacy Beat 1988-1989. The Best of the Literacy Beat 1987.
Education Writers Association, Washington, DC.
SPONS. AGENCY - John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE - 89

Washington, DC.
PUB DATE - May 89
NOTE - 24p.; Chapter in "Public-Private Sector Collaboration in Education, Proceedings of the Tenth Annual Rupert N. Evans Symposium, May 2-3, 1989."
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Economic Development; Educational Development; High Schools; Industry; *Job Training; *Labor Force Development; Postsecondary Education; *School Business Relationship; Two Year Colleges; *Vocational Education
IDENTIFIERS - *Customized Training; *Partnerships in Education

One legacy of the United States' emphasis on individualism is a system of vocational education disconnected from employers. Collaboration is an attempt to replace hostility with closer relations between the public and private sectors. The movement for partnerships comes as the "system" of work-related education and training is becoming increasingly complex due to institutional expansion, dissatisfaction with some components of the "system," and the discovery of new needs. Customized training is one particular kind of partnership between employers and public education and training institutions. Advantages to vocational institutions are connection with employers; vocational programs kept current by firms' contributions of equipment; new opportunities for combining general and specific training; and a placement mechanism. Drawbacks to customized training include shifts in employment; potential bias in the composition of trainees; and narrow vocationalism. An analysis of some customized training programs shows that many programs have the potential for exploiting their strengths. Implications are that: (1) customized training should be more systematically evaluated; (2) states and the Federal Government should ensure that economic development efforts do not merely reallocate existing employment; and (3) vocational education should be targeted to businesses that might expand employment and production. (15 references) (YLB)

ED 329 681 CE 057 080

Collins, Lyle; Just, Anne
Vocational Education: A Success Story. Southern California Regional Occupational Center among the Nation's Best. Reprint Series.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - 90
NOTE - 5p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Journal Articles (080), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adults; Career Exploration; Career Guidance; College Bound Students; Computer Assisted Design; Computer Oriented Programs; Cooperation; Cooperative Education; Drafting; Educational Innovation; High Schools; Individualized Instruction; *Nontraditional Education; Premedical Students; Special Education; *Vocational Education
IDENTIFIERS - *Southern California Regional Occupational Center

This article tells the vocational education success story of the Southern California Regional Occupational Center (SCROC). The success of the program results in part from the fact that it is not a high school in itself, but a program that brings together

Two Year Colleges
IDENTIFIERS - *North Carolina

An evaluation was made of the adult basic education (ABE) program of the North Carolina Department of Community Colleges in the summer of 1988. The study used surveys to collect both opinion data and secondary information on aspects of ABE programs such as budgets, student enrollment, and features of the instructional program. Information was sought by mail from 58 ABE program directors (50 returns), 290 instructors (191 returns), and by telephone from 340 students enrolled during the 1987 fall quarter. The survey resulted in a profile of the ABE programs at various colleges. Some of the results are the following: (1) ABE program funds go mostly for instructional salaries; (2) most ABE programs in the sample are administered by one director, and most instructors are part time; (3) 84 percent of the programs use volunteers, especially for retention and outreach activities and tutoring; (4) the instructional techniques used most frequently are classroom instruction, computer-assisted instruction, and one-to-one tutoring; (5) the majority of instructors teach an average of 1 to 10 students per class; (6) almost all of the programs use pretests and posttests to evaluate students; (7) students were generally positive about their ABE classes; and (8) students liked all techniques except large classrooms. Recommendations for improvements were made in the areas of program publicity, student recruitment, student assessment, student retention, professionalization of the staff, class structure, and funding. (Report includes 25 tables, 6 figures, 14 references, and the program director, instructor, and student survey forms.) (KC)

ED 329 699 CE 057 109

Verma, Satish; Mayeske, George
Using Evaluability Assessment To Improve Programs in the Cooperative Extension System.

PUB DATE - 14 Sep 90
NOTE - 18p.; Paper presented at the Annual Meeting of the Association of Louisiana Evaluators (1st, New Orleans, LA, September 14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adult Education; Educational Research; *Evaluation Methods; *Extension Education; *Program Evaluation; *Program Improvement
IDENTIFIERS - *Evaluability Assessment

Extension education evaluators are concerned about accounting for lack of control over and the value of describing environmental influences when assessing impact. Evaluability assessment (EA) identifies relationships between and describes external influences on program events. It provides information regarding clarity about goals and objectives and program plausibility and measurability. EA prevents evaluators from measuring something that does not exist or is of no interest. Since 1984, over 30 EAs have been conducted in Cooperative Extension Service (CES) programs nationwide. An analysis of six EAs shows their major purpose was the planning of a plausible, evaluable program; the staff-centered working group was critical to EA success; the modeling process got a good response from working groups; gathering and analyzing information from stakeholders was vital; the plausible question lost some significance because staff made immediate change; the usual concerns about data validity applied; and the evaluator had a role in program design. Some observations are that: (1) EA

Data were taken from a larger study, "Evaluating Program Outcomes: Occupation of Homemaking," conducted under the auspices of the Illinois State Board of Education. Through telephone interviews, 333 randomly selected Illinois high school graduates (between 1979 and 1984) rated each concept on a 10-point Likert scale. Each concept was rated twice: once, to rate importance of the concept to adult functioning and second, the graduates' competence. Of the 57 concepts included in the Consumer and Homemaking curricula, 16 related to problem solving and decision making. Using a t-test, differences were found between those who had enrolled in one or more home economics courses and those who had no home economics course. A confounding variable is that consumer education is required of every high school graduate in Illinois. When data were analyzed according to course taken, three courses showed significant differences for competence. Respondents enrolled in home economics courses did perceive the importance of problem-solving and decision-making processes for adult living higher than respondents not enrolled in home economics courses. Results also showed enrollment in home economics courses increases the perceived competence of problem solving and decision making processes. (Eighteen references and the interview schedule are included.) (NLA)

ED 329 719 CE 057 182

The Politics of Literacy.
Literacy Assistance Center, New York, NY.
SPONS. AGENCY - New York City Mayor's Office of Educational Services, NY.; New York State Education Dept., Albany.
PUB DATE - 91
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Adult Students; *Bilingual Education; Educational Finance; *Illiteracy; Literacy Education; Models; *Political Issues; *Politics of Education; Spanish; Unions
IDENTIFIERS - Latinos; *New York (New York)

This document examines political questions that surround the issue of literacy. "City Literacy Cuts" outlines effects of the most recent budget cuts in New York City. "Families, Inequality, and Power: The Cultural Politics of Literacy" (Deborah D'Amico-Samuels) focuses on the importance of understanding the different models used in interpreting the causes of illiteracy and the cultural politics of literacy. Three articles examine the issue of politics and literacy from different perspectives: "The Politics of Literacy" (Paula Finn), which presents a union's model for revising the politics of literacy theory and practice; "The Politics of the Language of Literacy: Spanish Literacy for New York Latinos" (Ofelia Garcia), which presents theoretical arguments of the necessity of using non-English languages in literacy instruction; and "Literacy & Common Sense" (John Garvey), which discusses the "need" for literacy. "Adult Literacy Education: Heading into the 1990s" (Francis Kazemek) reviews seven works that illustrate the changes in the last decade. "Research Review: Adult Learners' Perspectives on Adult Education" (Deborah D'Amico-Samuels) summarizes conclusions of the second phase of a study of the experiences and viewpoints of students from a sample of New York City Adult Literacy Initiative Programs. Other articles include profiles of programs awarded minigrants, a description of the National Center on Adult Literacy, and a list of Literacy Assistance Center publications. (YLB)

Consumer Education Lesson Plans.
Illinois State Board of Education, Springfield.
PUB DATE - 90
NOTE - 114p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Budgeting; Consumer Economics; *Consumer Education; Consumer Protection; Intermediate Grades; Lesson Plans; Merchandise Information; *Money Management; *Purchasing; Secondary Education; Units of Study
IDENTIFIERS - *Illinois

The Illinois State Board of Education in cooperation with the Illinois Consumer Education Association produced this lesson plan book as a resource for teachers as they implement the consumer education mandate in secondary schools. Classroom instruction ideas, techniques, and lessons were provided by teachers from Illinois. A committee of consumer education teachers selected 22 lesson plans for inclusion in this publication. The first four sections present lessons in the required components of the consumer education mandate: (1) budgeting; (2) installment purchasing; (3) comparison of prices; and (4) the role of the consumer in the economy. Learning objectives, materials needed, activities, suggested grade level, sources of information, and evaluation for each exercise are provided. The fifth section contains projects and activities that relate to various components of consumer education. Two appendices are included: a list of advisory committee members and contributing teachers and a description of the Illinois consumer education mandate. (NLA)

ED 329 739 CE 057 226

Life Management Skills, 8230. Home Economics Education.
Loudoun County Public Schools, Leesburg, VA.
SPONS. AGENCY - Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE - Apr 89
NOTE - 48p.; For related documents, see CE 057 204-205.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Basic Skills; Career Education; Child Care Occupations; Clothing; Competency Based Education; Consumer Education; *Daily Living Skills; Decision Making Skills; Entrepreneurship; Family Relationship; Food; Grade 8; *Home Economics; Housing; Individual Development; Junior High Schools; Nutrition; *Self Concept; Textiles Instruction
IDENTIFIERS - Loudon County School District VA

The middle school home economics curriculum on Life Management Skills I (eighth grade) meets the needs of the early adolescent. It is based upon three major concepts: (1) basic skills; (2) self-knowledge/understanding/decision making; and (3) independence/interdependence. Emphasis on the basic skills of reading, writing, communicating, using numbers, and perceiving is an integral aspect of the curriculum. Contexts for helping students acquire and consolidate basic skills are provided in each unit in relation to competencies needed in everyday life. Self-knowledge, self-understanding, and decision making are also important aspects of the curriculum in helping students through the transitional period between childhood and adolescence. Understanding the changes taking place physically, socially, emotionally, and mentally will help students cope with and accept extending services for graduates; and involving graduates in ongoing program activities. Uses of follow-up data are addressed, and ways in which a program can stay in contact with participants after graduation are suggested. Some graduate activities are described that can ease the transition into job search, employment, or further education and reinforce program contact necessary for collecting follow-up data on retention. Roles that graduates can fill are also suggested, including acting as role models, becoming part of a mentor program, recruiting new participants, delivering testimony at public or legislative hearings, contributing financially, working as instructors or staff, and being on the board of directors or advisory board. A section on staffing considers the alternatives of designation of responsibility to all staff or to specific staff. A final section on funding emphasizes the importance of building in funding for follow-up activities. (YLB)

ED 329 757 CE 057 325

Nevada Works: Building Bridges for Success. A Statewide Conference
To Evaluate and Plan for Current and Future Labor Force
Preparation in Nevada. Proceedings of the Governor's Conference on
Employment and Training (Reno, Nevada, November 2, 1989).
Employment and Training Administration (DOL), Washington, D.C.;
Nevada State Job Training Coordinating Council, Carson City.;
Nevada State Job Training Office, Carson City.
PUB DATE - 2 Nov 89
NOTE - 30p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Agency Cooperation; Conference Proceedings; Cooperation; *Cooperative Planning; Educational Planning; Educational Policy; Futures (of Society); *Job Training; Labor Force; *Labor Force Development; Labor Needs; Public Policy; *Role of Education; School Community Relationship; Secondary Education; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS - *Nevada

These proceedings begin with a general summary of a conference to encourage collaboration among those involved to prepare a labor force with which Nevada could continue to be economically competitive. Highlights are provided of these presentations: "Opening Remarks" (Jessie Emmett); "The Dynamic West: A Region in Transition" (Daniel Sprague); "Employment and Training: Can Nevada's Human Resource Development Programs Be More Effective?" (Eric Herzik); "Workforce and Family Issues: What the Future Can Tell Us About the Present" (Paul Shay); "Education for the Future: The Crisis of Human Resource Development" (Jerry Miller); "Luncheon Address" (Roy Romer); "Educational Preparation: Preparing the Teaching Workforce" (Mary Kennedy); and "Concluding Remarks" (Dorothy Gallagher). Group session responses are presented for five questions related to the presentations. Questions concern the following: issues: (1) critical policy initiatives that will enable Nevada to effectively compete in the global economy; (2) higher level interagency planning for more cost effective use of the state's limited resources; (3) barriers to the training and education of Nevada's future work force; (4) role of occupational education in addressing labor market needs of employers and job readiness needs of students; and (5) whether the Colorado approaches are appropriate for Nevada. Lists of committees; state agencies, boards, and commissions; speaker introductions and facilitators; and recorders are appended. (YLB)

International Bureau of Education, Paris (France).
PUB DATE - 90
NOTE - 163p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Collected Works - Serials (022), Reports - Research/Technical (143)
DESCRIPTORS - Adult Basic Education; Adult Education; *Developed Nations; Educational Improvement; Educational Policy; Educational Quality; Educational Resources; Educational Trends; Foreign Countries; Functional Literacy; *Illiteracy; *International Cooperation; *Literacy; Primary Education; Reading Skills; Socioeconomic Influences; Writing Skills

This yearbook volume is devoted to the theme of literacy. By analyzing the present situation and the quantitative evolution of literacy and illiteracy in the world and by examining efforts to expand schooling and the provision of adult education, this volume studies the origins of illiteracy and the factors that encourage its reduction or its spread. Also examined is educational quality, the socioeconomic conditions in which it operates and evolves, educational policies, and resources. A study of global and regional trends, including some short case studies drawn from national experiences answer the question of what, in quantitative terms, the eradication or reduction of illiteracy represents on a world scale or for different groups of countries, and what rates of improvement education should adopt to reach these targets. The six chapters cover the following topics: (1) literacy priorities; (2) literacy and illiteracy in the world--situation and trends; (3) primary education--achievements, problems, and trends; (4) toward a greater priority for adult literacy; (5) the problem of illiteracy in developed countries; functional illiteracy; and (6) international cooperation and the objective of education for all. Three tables and 190 notes and references are included. (NLA)

ED 329 777 CE 057 365

Improving Vocational Education Quality. Report 8.
Illinois State Council on Vocational Education, Springfield.
PUB DATE - 8 Mar 89
NOTE - 143p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Delivery Systems; *Educational Improvement; Educational Quality; Educational Trends; Futures (of Society); Labor Force Development; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; *State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS - *Illinois

This report, presented in three parts, deals with the adequacy of the vocational education system in Illinois and the effectiveness of the state's initiatives. The first part of the report addresses the adequacy of the Illinois system in meeting the purpose of the Carl D. Perkins Vocational Education Act of 1984. The system's adequacy is reviewed as it relates to the process used to improve vocational education quality and the process used to align vocational education programs with future and existing work force needs. Part 2 examines the effectiveness of a variety of Illinois initiatives in providing high quality vocational education. Illinois' success in meeting existing and future work force needs is also addressed. Program results, in terms of productivity and economic growth enhancement, are discussed. Part 3 includes the Illinois Council on Vocational Education's conclusions, suggested actions, and recommendations. Forty tables are included in the training program in health careers that links the last 2 years of secondary and the first 2 years of postsecondary training to prepare students for employment in one or more occupations. A related goal for this project is to develop an evaluation, student monitoring, and follow-up system. The Instructional System Development (ISD) model was selected as a design conducting the project. Step one of the model provided for conducting analytical studies that determine inputs and outputs of the subsystems and formed the beginning point for curriculum development. Step two of the model initiated the planning and development of the curriculum, courses, instructional materials, and job performance and standards. The document describes four tasks conducted during the first year: (1) organization of a technical advisory committee; (2) design of a 2 2 articulated curriculum program; (3) preparation of final recommended student prerequisites for each basic course outline; and (4) project evaluation. The 2 2 articulated curriculum for the registereed nurse include: (1) a brief description of registered nursing occupation; (2) the basic curriculum objective; (3) course titles in sequential order by grade level; (4) course descriptions; (5) course prerequisites; (6) supporting academic courses; and (7) employment levels from different exit points in the curriculum. Three appendices--minutes of the technical advisory committee meetings, community occupational survey form, and profile of nursing competencies--are included. A brief third party evaluation report is also included. (NLA)

ED 329 796 CE 057 420

English, Kenneth; Edwards, Mary
T.A.P.S. To Allow Pupils to Succeed. A Model Program for At-Risk Students Linking Vocational Education and Alternatives to Social Promotion. Final Evaluation Report.
Kaufman Independent School District, TX.
SPONS. AGENCY - Texas Education Agency, Austin. Div. of Vocational Programs.
PUB DATE - 31 Aug 89
NOTE - 62p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Academic Achievement; *Career Education; *Dropout Prevention; Dropout Programs; Dropout Rate; *High Risk Students; Inservice Teacher Education; *Integrated Curriculum; *Outcomes of Education; Program Development; Program Effectiveness; *Remedial Programs; Secondary Education; Special Education; Student Attitudes; Teacher Attitudes; Vocational Education
IDENTIFIERS - *Kaufman Independent School District TX

During the 1988-89 school year, the Kaufman Independent School District (Texas) developed a model program for students at risk of dropping out of school. The program linked a current basic skills instructional program, a vocational education program, and an at-risk program. The goal of TAPS (To Allow Pupils to Succeed) was to produce high school graduates with marketable skills who can be integrated within society. Program activities included remediation, counseling, preemployment skills training, computer literacy, peer modeling, promotion of positive attitudes, job awareness, enhancement of employment skills of students with disabilities, and inservice training to help teachers deal with low achievers. Approximately 122 at-risk students volunteered to participate; 77 students remained in the program throughout the year. The program was evaluated through comparisons of test scores, evaluation of dropout and passing rates, and surveys of teachers, counselors, administrators, students, and parents. The

Effectiveness; *Underachievement
IDENTIFIERS - Instrumental Enrichment; *Singapore

Many schools have established their own remedial educational programs to help students at relatively high risk of academic failure. Traditionally such remediation programs have been designed to remediate knowledge of specific content or teach study skills. Such courses have been generally ineffective. This study examined the teaching of thinking to academic underachievers based on one component (Organization of Dots) of the Feuerstein Instrumental Enrichment (IE) remedial techniques. Fifteen tutors in four tuition centers were trained to work with this course of study. A total of 140 pupils from different primary school levels were split into control and experimental groups, both of which were tested before and after the experimental program of IE. The experimental group received a combination of IE and the usual conventional academic programs provided by the schools. The control group received only the academic programs. The program was administered to students in attendance at the tuition centers. The study subjects, although not formally classified as learning disabled, displayed learning characteristics of slow learners and underachievers. The Ravens Standard Progressive Matrices, as well as Feuerstein's pre-post measures were utilized. Preliminary findings seemed to suggest that cognitive skills can be transferred to new subjects if children are exposed to IE for a longer rather than a shorter period of time. For significant changes to take place, a minimum requirement of 300 hours spread out over a 2- to 3-year period for all the 14 instruments is recommended. The training of teachers is obviously very important to the success of this program. (ABL)

ED 329 814 CG 023 183

Lee, Valerie
Increasing Prosocial Competence of At Risk Adolescents through a Social Skills Training Program.

PUB DATE - Feb 90
NOTE - 75p.; Ed.D. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - *High Risk Students; *Interpersonal Competence; Junior High Schools; *Junior High School Students; Nontraditional Education; *Program Effectiveness; School Counseling; *Skill Development

This practicum addressed the effectiveness of a social skills training program with adolescent students identified as "at risk" and enrolled in alternative education programs. These students had not achieved a high level of prosocial competence which created inadequate emotional and/or behavioral adjustment in the school setting. This increased the rate of disciplinary referrals. Social skills training was a means for addressing socio-emotional development in these students. Students from alternative education programs were nominated by teachers for a social skills training group. Behavior rating scales were completed by teachers and the selected students (N=5). Disciplinary referrals were monitored throughout the implementation period. Structured Learning, a social skills training model, provided a systematic curricula to teach social behavior. Outcomes of this practicum emphasized the need to utilize a conjoint style of intervention, linking social skills training with day-to-day interactions. This practicum demonstrated the success of a "pull out" approach with training groups may be greatly enhanced if transfer of training activities are promoted by the classroom teacher. Skills training groups

Adolescence to Female Academic Achievement.

PUB DATE - Aug 90
NOTE - 23p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; *Anorexia Nervosa; *Bulimia; College Students; Eating Habits; Females; Higher Education; *Parent Attitudes; *Parent Child Relationship; *Sex Role

The hypothesis that women with eating disorders are ambivalent about being female has not been directly tested, but a great deal of evidence has been found in support of the relationship between achievement, body preferences, and disordered eating. Three hundred and one women attending the State University at New York, Stony Brook were surveyed about their eating, and the attitudes and behaviors of their parents. Frequent bingers reported a greater decrease in paternal concern with their academic achievement during adolescence than did other women. No significant differences were found in analyses of maternal concern with academic achievement during childhood and adolescence or in analyses comparing women who reported purging with non-purging women. The results of this study are best explained by the theory that disordered eating is produced among those women who attempt to gain self-respect and the respect of others through achieving intellectually and professionally, and who come to feel that in our society being female puts them at a disadvantage in these areas. (24 references) (LLL)

ED 329 835 CG 023 205

Matiella, Ana Consuelo, Ed.
Getting the Word Out: A Practical Guide to AIDS Materials Development.
California AIDS Clearinghouse, Santa Cruz, CA.
SPONS. AGENCY - California Office of AIDS, Santa Cruz.
PUB DATE - 90
NOTE - 233p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; *Bilingual Instructional Materials; Educational Planning; *Educational Resources; Health Education; Health Materials; *Material Development; Media Selection; Needs Assessment; Program Evaluation

This book provides health professionals with a "how to" approach to developing culturally sensitive and effective Acquired Immune Deficiency Syndrome (AIDS) education materials. It is a collection of chapters written by community AIDS educators who have specialized knowledge and skill in developing educational materials in multi-ethnic communities. Included are: (1) "Laying the Groundwork" (Stephen B. Thomas); (2) "Using Evaluation to Develop Responsive Materials" (Aisha Gilliam and Roberta Hollander); (3) "Using Focus Group Interviews to Design Materials" (Joyce V. Fetro); (4) "Creating Culturally Sensitive Materials" (Sara Olivia Garcia); (5) "Developing Low-Literacy Materials" (Jane H. Root); (6) "Adapting and Translating Materials" (Ana Consuelo Matiella); (7) "Singing Your Own Song" (Terry Tafoya and Douglas A. Wirth); (8) "Telling a Tale" (Andrea Green Rush and

Veterans Health Services and Research Administration of the Department of Veterans Affairs. This latter system is referred to in this report as the "Title 38" system after the title in the United States Code where its legal basis is found. (Author)

ED 329 855 CG 023 225

O'Farrell, Timothy J.
Marital and Family Therapy: Implications of Research for Alcoholism Treatment.

PUB DATE - Aug 90
NOTE - 23p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Alcoholism; Counseling Techniques; *Family Counseling; Family Problems; *Marriage Counseling

This synopsis of the outcome literature on marital and family treatment (MFT) drew three conclusions. First, intervening at the marital/family level with nonalcoholic family members can motivate an initial commitment to change in the alcoholic who is unwilling to seek help. Second, MFT alone, or with individual alcoholism treatment, produces better marital and/or drinking outcomes during the 6 months following treatment entry than methods that don't involve the spouse or other family members. Third, studies of long-term maintenance suggest that behavioral marital therapy (BMT) with both an alcohol and relationship focus may reduce marital and/or drinking deterioration better than individual methods during long-term recovery. Recommendations for when, and at what level to intervene include the following: (1) intervene only at the individual level when the alcoholic refuses consent to contact family members or the family refuses involvement; (2) include adult family members who live with the alcoholic in the assessment process for all who consent; (3) intervene with family members when they seek and the alcoholic refuses help if both alcoholic and family members are free of serious drug abuse and major psychopathology; and (4) do not reserve MFT for alcoholics with serious relationship problems or for cases in which marital/family factors trigger or maintain the drinking. (LLL)

ED 329 856 CG 023 226

Byrd, M.; Breuss, T.
Age Norms in New Zealand Society.

PUB DATE - Nov 90
NOTE - 22p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Chronological Age; Family (Sociological Unit); Family Life; Foreign Countries; *Life Events; *Norms; Personality Traits; Values
IDENTIFIERS - *New Zealand

Groups of young, middle-aged, and elderly New Zealand men and women were surveyed for their opinions of the correct ages for a number of different aspects of life. Opinions were asked for the following age norms: (1) Descriptive--ages for young, middle-aged,

PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Elementary Secondary Education; *Employee Assistance Programs; Personal Narratives; *Program Development; *School Psychologists; Self Esteem

In the spring of 1988 an independent school district in Texas formed a 30-member strategic planning team which gathered data on factors impacting the school district at that time and into the foreseeable future. Planning was facilitated by the appointment of 15 action teams formed to write specific plans to fulfill various targets and strategies. This paper discusses the role of the school psychologist in the implementation of one action team's plan to foster positive mental attitudes and self-esteem among students, and specifically, to assist in the development of an Employee Assistance Program (EAP). The steering committee reviewed the literature on EAP's, met with EAP counselors, and asked five area providers to present their proposal for services. Through involvement in the district-wide strategic planning process, a school psychologist was able to step out of a traditional role and work in a diverse organizational climate/structure. Duties included being an advocate for employee benefits and well-being, a process facilitator of communication and planning, an "expert" in terms of knowledge of community referral resources/agencies, and an organizational change consultant in developing a system-wide program. Program support, a program plan, a policy statement, an information assessment and referral service, appropriate staffing, a confidential record-keeping system, a community referral network, appropriate location of the EAP, funding, resolution of legal questions, training of personnel, program evaluation, and employee education and outreach are listed as essential ingredients of an EAP. (BHK)

ED 329 876 CG 023 247

Teenage Drug Use: Uncertain Linkages with Either Pregnancy or School Dropout. Report to the Chairman, Select Committee on Narcotics Abuse and Control, House of Representatives.
General Accounting Office, Washington, D.C.
PUB DATE - Jan 91
NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - Abortions; *Adolescents; Comparative Analysis; *Dropouts; *Drug Use; *Pregnancy; *Racial Differences; Secondary Education; Trend Analysis; Youth Problems

The study reported in this document is a follow-up to earlier reviews of drugs and other youth problems. It addressed the current status of and the recent trends in teenage drug use, pregnancy, and dropping out of school, and the post-1987 research about the relationship between teenage drug use and either pregnancy or dropping out. Statistics from public and private agencies were evaluated to describe trends in basic rates of these behaviors. Although the data on teenage drug use displayed a downward trend, reporting problems and estimating errors hindered their interpretation. It seems unlikely that actual drug use has risen between 1979 and 1988 among youths overall, or among individual racial or ethnic groups. The 1985 data on teenage pregnancy indicated large disparities in the pregnancy, birth, and abortion rates for women 15 to 19 years of age, while nonWhite and Hispanic teenagers appeared much more likely to become pregnant. Research on dropouts indicated that teenagers were leaving school less frequently than in the past. Also, Black students had substantially decreased the gap between their dropout rates and participants to report on the themes and supporting literature they had compiled. In their journals, essays, concern surveys, and conversations, the voices of teachers confirmed the efficacy of the following change factors: change is a process, not an event; change is a highly personal experience; change involves developmental growth; and change is best understood as it directly affects classroom practice, students and preparation time. (One figure is included and nine references are attached.) (MG)

ED 329 896 CS 010 445

Neuman, Susan B.; Roskos, Kathy
Literacy Objects as Cultural Tools: Effects on Children's Literacy Behaviors in Play.

PUB DATE - Nov 90
NOTE - 49p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990). Project supported by an Elva Knight Research Grant awarded through the International Reading Association.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Analysis of Variance; Class Activities; Day Care Centers; *Language Acquisition; *Learning Activities; *Play; Preschool Education; Reading Research
IDENTIFIERS - *Emergent Literacy; Literacy Events; Play Centers; Play Learning; *Play Materials

A study examined the effects of literacy-enriched play settings on preschoolers' literacy behaviors in spontaneous free play. Subjects were 91 children, ages 3-5, from 2 urban day care centers. Prior to, and following the intervention, the frequency of each child's handling, reading and writing behaviors in play was assessed through direct observation. Videotaped samples of play areas, collected throughout the study, examined the nature of children's play themes and their uses of literacy objects in play. Following baseline observations, the physical environment of one of the day care centers was enriched with literacy objects in three distinct play centers: kitchen, office, and library. Significant differences were recorded for the experimental group in the frequency, duration, and complexity of literacy demonstrations in play. Further, children in the experimental group incorporated literacy objects in more diverse and functional ways in their play using more explicit language than the control group. Findings suggests that, with literacy-enriched settings, play may become an increasingly important context for children to discover and explore the nature of written language. (Seven tables of data and 4 figures are included; 45 references are attached.) (Author/MG)

ED 329 897 CS 010 446

Durkin, Pia M.
Vocabulary Acquisition in Context Reconsidered: The Effect of Word Type and Exposure Level on the Learning of Unknown Words.

PUB DATE - Nov 91
NOTE - 8p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Class Activities; Elementary Education; *Field Experience Programs; Higher Education; *Instructional Improvement; *Preservice Teacher Education; *Reading Instruction; Teaching Experience

On the premise that it is important for students to benefit from and interrelate field experiences to on-campus experiences, this paper lists specific activities designed to help teacher education students gain the most from their field experiences so that they can learn to teach reading effectively in elementary school. The paper is divided into four sections describing: (1) activities related to observing and interviewing the cooperating teacher; (2) activities based on observing and interviewing students; (3) activities for teaching and evaluating; and (4) activities designed for on-campus use. (RS)

ED 329 916 CS 010 467

Bauernfeind, Barbara
Ready for Reading: A Community College Approach to Family Literacy.

PUB DATE - Dec 90
NOTE - 10p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)
DESCRIPTORS - Community Colleges; Educational Research; Higher Education; *High Risk Students; *Literacy; Parent Materials; Parent Participation; *Parents as Teachers; *Parent Student Relationship; Preschool Education; Program Effectiveness; Reading Aloud to Others; School Community Relationship
IDENTIFIERS - *Family Literacy; Illinois (South)

A study investigated the effectiveness of a program for at-risk parents designed to improve family reading and thus prepare at-risk children for school. The program, "Ready for Reading," consists of three two-hour sessions conducted with parents at their children's school while the children are in pre-kindergarten classes in various towns in southern Illinois. Parents are given a packet of three children's books, a guide with easy-to-make home activities, pamphlets, a calendar, and a coupon for an additional book to be redeemed at their local public library. Periodic home visits continue throughout the school year. Program evaluation is provided by a comparison of initial intake forms and information gathered at the follow-up visits, anecdotal records, and teacher observations. Results indicated that: (1) the strongest factor to encourage participation seemed to be networking with a pre-kindergarten provider that was already established and accepted in the local community; (2) communication between the family literacy teachers and the networking agencies was extremely important; (3) projects in each of the six communities served were flexible; and (4) the illiterate population was the hardest to reach. (RS)

ED 329 917 CS 010 468

Ohlhausen, Marilyn M.; Ford, Michael P.
Portfolio Assessment in Teacher Education: A Tale of Two Cities.

PUB DATE - Nov 90
NOTE - 5p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1,

Four studies conducted over a 2-year period systematically evaluated the effectiveness of interactive instructional practices in the vocabulary learning and reading comprehension of learning disabled students. The design of the four studies was similar in that comparisons were made among three different interactive teaching strategies (semantic mapping, semantic feature analysis, and semantic/syntactic feature analysis) and a teaching strategy relying on direct, definitional instruction. During the first year, subjects consisted of 42 bilingual, learning disabled students in upper elementary grades studying social studies and 61 learning disabled junior high and middle school students studying science. During the second year, subjects consisted of 47 upper elementary and 53 junior high school students. All subjects were selected randomly from a metropolitan southwestern school district. Although specific instructional materials and students varied across the 2 years of the study, the major distinguishing characteristic between the two studies was that researchers instructed the students the first year while teachers resumed responsibility for instruction the second year. Upon completion of instructional intervention (and again 4 weeks later), students completed a multiple choice test and a written recall activity. Results indicated: (1) evidence to support the short and long term effectiveness of the interactive strategies; (2) transfer of this understanding to a written recall task was less encouraging; and (3) teachers were as effective as researchers in providing instruction. (Four tables of data are included; 24 references are attached.) (RS)

ED 329 936 CS 010 488

McLain, K. Victoria Mayer
Effects of Two Comprehension Monitoring Strategies on the Metacognitive Awareness and Reading Achievement of Third and Fifth Grade Students.

PUB DATE - Apr 91
NOTE - 37p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Elementary Education; Grade 3; Grade 5; Learning Processes; *Metacognition; Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Strategies
IDENTIFIERS - *Comprehension Monitoring; Direct Instruction

This study examined the effects of instruction versus no instruction of comprehension monitoring strategies on the metacognitive awareness and reading achievement of third and fifth grade students. The study also examined the effects of direct instruction of a written or checksheet comprehension monitoring strategy on the metacognitive awareness and reading achievement of the same students. Subjects were 57 fifth grade students and 51 third grade students from six intact classrooms enrolled in four city schools in a midwestern community. One experimental group was taught the K-W-L comprehension monitoring strategy, a self-questioning, three-step procedure where students fill out a strategy sheet prior to and immediately following their reading. (Step K is What I Know; step W is What I Want to Learn; and step L is What I Learned.) The other experimental group was taught the Predicting/Evaluating comprehension monitoring strategy, a checklist strategy where students check off questions that assess

NOTE - 59p.; M.S. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - Educational Research; Elementary Education; *Parent Child Relationship; *Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Parent Workshops; *Reading Programs
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1

A practicum addressed the low number of parents participating with their children in a Chapter 1 Reading Program by the development and implementation of a parental involvement program. The program implemented strategies to eliminate conflicts cited by parents as major reasons for non-participation in meetings and workshops relative to their children's Chapter 1 Reading Program. These conflicts were: scheduled times of meetings, transportation needs, child care, bilingual anxiety, and literacy anxiety. Methods utilized for the 5-month practicum were multifaceted. Strategies proved successful with parental participation rising from an originally recorded 5% to 21.8%. Results indicated that the most significant outcome of the project was the positive feelings of parents toward the school, education in general, and their children in particular. The successful increase in participation was generated by the multifaceted telephonic, written, and oral communication. Appendixes include original and concluding parent surveys and a critical thinking product originated at a parent workshop. (Fourteen references are attached.) (MG)

ED 329 957 CS 212 588

Phillips, Jerry
A Recipe for Reclaiming Ownership: The Oral History Narrative.

PUB DATE - Dec 90
NOTE - 16p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Course Descriptions; Elementary Secondary Education; Higher Education; *Literacy; *Oral History; *Preservice Teacher Education; Teacher Certification; Teaching Methods; Writing Attitudes; *Writing Improvement; *Writing Workshops
IDENTIFIERS - Texas; Writing Contexts

A new "remedial" or marginal group has emerged in teacher certification, known in Texas as Alternate Certification. In the Texas program, university graduates earn a certificate upon completion of a rigid state-mandated program. A group of 25 graduate students and their teacher set out to examine their notions of literacy, its institutions, and to enhance their power and authority in the classroom. These non-traditional students (most with master's degrees but not from education schools) initially resisted a critical approach to learning but soon surrendered their resistance. They explored ways of writing using an oral interview writer's workshop model in which students selected, interviewed, and tape-recorded literacy life experiences of an older adult. Using the oral interviews as an instrument of learning, the students turned their findings into written narratives on literacy. Students kept a personal journal and produced a written analysis of their writing. What the students did in the workshop led them to seize ownership of their writing. Individual writers became individual owners of their writing. A

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Higher Education; Instructional Effectiveness; *Journal Writing; Reading Skills; Student Experience; *Student Journals; Study Skills; Teaching Methods; *Thinking Skills; Writing Across the Curriculum; *Writing Exercises; Writing Skills
IDENTIFIERS - *Writing to Learn

Research indicates that student journal writing promotes the development of independent thinking as well as writing skills. Journal writing helps students comprehend course material, relate course content to their own lives, and prepare for class discussions. Instructors who use journal writing to help students achieve instructional objectives are charged with the responsibility of: designing both free and restricted writing assignments, including analytical and evaluative questions; making provisions for students to complete in-class and out-of-class entries; offering constructive feedback to validate students' writing efforts; returning journals to students in a timely fashion; modeling the process of synthesizing and analyzing academic content by keeping a journal and reading entries to students; and encouraging students to read their entries to each other. Overall, student journals constitute a salutary teaching-learning tool in which the students can record their personal observations, impressions, and questions about academic content. (Nineteen references are attached.) (Author/KEH)

ED 329 979 CS 212 729

Ediger, Marlow
Organization of the Language Arts.

PUB DATE - 91
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Class Organization; *Curriculum Design; *Curriculum Development; *Educational Objectives; Elementary Education; *Language Arts; Teacher Administrator Relationship; Teaching Methods
IDENTIFIERS - Curriculum Management

Teachers, principals, and supervisors must become very knowledgeable and conversant about different approaches utilized in organizing the language arts curriculum. Thus, the separate subjects approach, the correlated approach, the fused curriculum, and the integrated curriculum represent diverse ways of organizing each of the curriculum areas in the elementary school. Each of these has advantages and disadvantages. A language-rich classroom, however, needs to be in evidence, regardless of the plan of organization utilized. A related question pertains to ways of grouping pupils for instructional purposes. Organized teachers are regarded more highly by students and appear to impart more information than disorganized instructors. Organizing instruction means being fully prepared. An outline of questions to be asked will always be a valuable aid. (SG)

ED 329 980 CS 212 730

Butler, Sydney J.; Bentley, Roy
Literacy through Lifewriting: The Foundations of Growth in

Kohut, Kimberley
Developing Critical Thinking through the Use of Argumentation Techniques.

PUB DATE - Dec 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Class Activities; *Classroom Techniques; *Critical Thinking; Debate; Higher Education; Instructional Effectiveness; *Persuasive Discourse; Research Skills; Speech Communication; *Student Participation; Teaching Methods; Thinking Skills
IDENTIFIERS - *Debate Strategies; Speaking Thinking Relationship

One way in which communication educators can effectively build students' critical thinking skills is by incorporating argumentation techniques into classroom discussions and assignments. The following argumentation skills are particularly suitable in helping students learn to think more critically. The first technique is the presentation of "facts" as testable claims. One exercise that instructors can employ in getting students to recognize facts as claims or hypotheses to be tested is that of creating a list of all major presuppositions inherent to the claim, either individually or in groups. The second technique is the examination of supporting evidence. Instructors could require students to research the sources used to support the ideas of a given hypothesis. The third technique is for instructors to allow ample time for students to synthesize information in their process of claim assessment, which can be successfully done through journal assignments. Finally, two argumentation skills that particularly lend themselves to degate-formatted exercises are: (1) eliciting a position; and (2) expecting justification of positions. By applying some of these simple strategies instructors can help students develop thinking skills that they can utilize for the remainder of their lives. (Sixteen references are attached.) (KEH)

ED 330 002 CS 507 403

Keefe, Carolyn
Developing and Managing a Peer Forensics Coaching Program.

PUB DATE - 2 Nov 90
NOTE - 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Higher Education; Management by Objectives; *Peer Teaching; *Persuasive Discourse; Program Design; Program Effectiveness; Tutorial Programs
IDENTIFIERS - Collegial Teams; *Debate Coaches

To deal with the time shortage problem while simultaneously stressing student educational development, a system was designed and implemented to manage a peer forensics coaching program. The program taps the peer coaching potential available on every team and generates academic credit and letter grades for the peer coaches by utilizing a modification of W. Castetter and R.

Autonomy; Parent Participation; Parent Rights; *Parent Role; *Policy Formation; Politics of Education; Teacher Role
IDENTIFIERS - *Austria

Although Austrian schools legally belong to the state, the question of who has actual control remains controversial. Issues related to governance are discussed in this paper, which presents a historical overview of the development of educational policymakers' views on governance and the evolution of parents' rights, and an examination of teacher control as a reality. Models for change are discussed--those intrinsic to the system and those requiring changes in the system. A recommendation is made for a denationalized school system based on individual self-regulation to create partnerships among students, teachers, and parents and to dissolve the link among absolutism, educational financing, and nationalization. (LMI)

ED 330 023 EA 022 022

Krumm, Volker; And Others
Parent Involvement in the USA and in Austria.

PUB DATE - 90
NOTE - 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Elementary Education; Foreign Countries; *Parent Participation; *Parent Rights; Parent Role; *Parent School Relationship; *Parent Teacher Cooperation; Political Issues; Power Structure; Teacher Attitudes; Teacher Role
IDENTIFIERS - *Austria

Teachers' educational methods to procure or enhance parent involvement in their children's learning processes in schools in German-speaking countries are examined in this comparative study. This Austrian replication of a study conducted in the United States (Epstein, 1986) administered questionnaires to 124 first-, third-, and fifth-grade teachers and 1,196 parents of children in grades 1-5. Despite incompleteness of the American survey results, findings indicate that American teachers are more open-minded about and committed to increased parent involvement. Factors include differences in educational histories, political structures, and degrees of teacher influence; the American kindergarten, which stimulates initial parent participation; and educational science and school administration interest in parent involvement in the United States. Although Germanic parents have greater parental rights than their counterparts in the United States, these rights have stressed constitutional rather than educational issues that can be solved through cooperation. Six tables are included. (30 references) (LMI)

ED 330 024 EA 022 552

Kallen, Dennis
Coordination of Education Policies with Policies in Other Fields: A Synthesis. Reports, Studies Working Series No. S.139.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.
PUB DATE - 88
NOTE - 36p.; Study prepared as part of the documentation for the 1989 International Congress on Educational Planning and Management.

evaluated collectively, as they share a common thread. Each assumes that Illinois schools are, in part, inequitably funded because funding is inadequate to meet equalization needs. Efforts to develop distribution models for a nonexistent pool of money are premature. If state policy makers decided that per pupil expenditures should be the same for every school district (equity) and were unwilling to increase overall funding (adequacy), the result would be funding mediocrity. Presently successful districts could no longer afford high-quality programs and the best-qualified teachers. Steps must be taken to convince taxpayers and policy makers of the need for substantial increases in educational appropriations. ([illegible] references) (MLH)

ED 330 043 EA 022 751

Jones, H. Lawrence; Martin, James
The Equal Access Act: Policy and Regulations for Implementation.

PUB DATE - Jan 91
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Board of Education Policy; *Extracurricular Activities; *Federal Legislation; *Federal Regulation; Freedom of Speech; *Program Implementation; Public Schools; Secondary Education; State Church Separation; Student Rights
IDENTIFIERS - *Equal Access Act 1984; *Ohio County School District WV

The Equal Access Act of 1984 was drafted to implement access for religious clubs to public secondary schools, but with constitutionally protected safeguards to preclude entanglement of church and state. A number of challenges were made on the constitutional grounds of excessive entanglement of church and state, as well as what the definition of "limited open forum" would be. The case that the Supreme Court chose to hear, "Board of Education of Westside Community Schools v. Mergens," contained both elements and was decided in 1990. Now school administrators must face the dilemma of creating, maintaining, and protecting "limited open forums" within schools. Ohio County Schools, which include the schools in Wheeling, West Virginia, are a microcosm of American society with a student population of 6,500 K-12 students from rural, suburban, and urban backgrounds. Policy and regulations to govern the formation and operation of extracurricular clubs and activities were provided in draft form to school administrators, employees, parents, religious and legal groups and were placed on public comment prior to review and adoption by the board of education. The appendixes contain the text of the Equal Access Act and the regulations adopted by the board. (9 references) (MLF)

ED 330 044 EA 022 753

Federal and Private Funding Sources Guide for Dropout Prevention and Retrieval Programs.
South Carolina State Dept. of Education, Columbia.
PUB DATE - Jul 90
NOTE - 248p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - At Risk Persons; *Dropout Prevention; Elementary

Secondary Education; *School Business Relationship; *School Community Relationship; Work Experience Programs
IDENTIFIERS - *Partnerships in Education

In efforts to upgrade the quality of education, many schools are finding ways to use community resources by forming partnerships with local businesses and other organizations. Businesses can help provide enrichment experiences, school to work preparation, incentives/equal educational opportunities, and assistance to school staff and administration in improving education. Four conditions form the context for successful collaboration in establishing a partnership: (1) shared or overlapping goals; (2) community resources that meet school needs; (3) exchange and application of resources; and (4) feedback about results. The four phases of issues and guidelines related to partnerships (getting started, implementation, sustaining interest and momentum, and evaluation) are outlined. Costs and benefits of partnerships can include an investment of school and business resources, a deeper understanding of basic skill use in business for students, and an enhanced company image for businesses. (177 References) (EJS)

ED 330 067 EA 022 784

Pollard, Joyce S.
The Superintendent; Vital Link between Eduction and Economic Development.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 88
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Administrator Role; *Economic Development; *Education Work Relationship; Elementary Secondary Education; Instructional Leadership; Labor Force Development; Linking Agents; *School Business Relationship; *Superintendents
IDENTIFIERS - *Oklahoma; *Partnerships in Education

In May 1988, at the request of State Superintendent for Instruction John Folks, about 50 Oklahoma school superintendents, legislators, association executives, and state department staff met to discuss education and economic development linkages. Participants heard numerous speakers, including superintendents, business representatives, economists, researchers, and community group representatives. Common themes were recognition that: (1) education-economic development linkages must change because the U.S. economy has become service-based; (2) luring industries to relocate in a community is largely futile; (3) central city school district adequacy is the key to community growth; and (4) local superintendents have substantive roles in economic development. Keynote speaker Alice MacDonald, Kentucky's former state superintendent, emphasized the superintendent's role as instructional leader, and the Southwestern Bell Telephone Area community relations manager stressed the importance of school systems as major employers. Augie Woodard, a superintendent and president of his community's chamber of commerce, suggested that the role of instructional leader merges with that of community leader. Several other speakers noted school-business partnerships as the key to improving educational quality and economic growth. A sidebar details ways for school districts to link education and economic development. (MLH)

ED 330 068 EA 022 785

postsecondary, college, university, vocational, and adult education; (4) federal programs for education and related activities; (5) outcomes of education; (6) international comparisons of education; and (7) learning resources and technology. A wide range of information is presented on subjects including the number of schools and colleges, teachers, enrollment, graduates, educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Supplemental information on population trends, attitudes on education, educational characteristics of the labor force, government finances, and economic trends is provided. Included among data not appearing in previous editions are the following: salary comparisons of public and private school teachers and principals; mean tuition charges of private schools; student participation rates in federal, state, and local programs; residence and migration of first-time college students; student performance on history and geography tests; trend profiles of persons earning doctor's degrees in humanities and life sciences; characteristics of college faculty; faculty salaries; staff employed in higher education institutions; and computer use by students and adults. A short introduction highlights major findings, and each chapter contains a brief overview of significant trends. A guide to sources, definitions, and an index are included. (MLF)

ED 330 087 EA 022 810

Policies and Procedures for the Collection of School Dropout Data.
South Carolina State Dept. of Education, Columbia. Office of Leadership and School Improvement.
PUB DATE - Apr 90
NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Data Collection; *Dropout Research; *Dropouts; *Research Methodology; Research Problems; Research Utilization; School Holding Power; Secondary Education
IDENTIFIERS - *South Carolina

Since 1971 the South Carolina Department of Education has collected data on school dropouts. However, the system did not reconcile the number of students who drop out repeatedly, leave for the summer, re-enroll in the following school year, or move to other educational programs. The new data collection system accumulates more accurate data and distinguishes between true dropouts and legitimate "school leavers." A dropout is a student who leaves prior to graduation without transferring to another institution. Dropouts are distinguished by not re-enrolling for the current year, having moved and not being enrolled in school, transferring to an institution that does not provide an alternative educational program, being suspended or expelled with an option to return and not doing so, and being expelled with no option to return. Verification of student status can be made through formal notice, documentation, or a responsible adult. Every school reports the name, Social Security or identification number, race, sex, and date of birth of each dropout and forwards the information to the superintendent who issues a district report. A school dropout report form, a school dropout listing form, and a district summary report form are attached. (EJS)

ED 330 088 EA 022 813

Cordeiro, Paula A.

that theories of socialization tend to focus on external socializers; alternative perspectives are explored. Findings suggest an image of board members who proactively direct their own professional development. (57 references) (LMI)

ED 330 109 EA 022 851

Ford, Darryl J.
The School Principal and Chicago School Reform: Principals' Early Perceptions of Reform Initiatives. Monitoring and Researching the Effects of School Reform in Chicago.
Chicago Panel on Public School Policy and Finance, IL.
PUB DATE - Mar 91
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Administrator Attitudes; *Administrator Role; Change Strategies; Educational Change; Educational Improvement; Educational Innovation; Elementary Secondary Education; *Principals; *School Restructuring
IDENTIFIERS - Chicago Public Schools IL; Illinois (Chicago)

In 1988 the Illinois General Assembly passed an act that shifted decision making authority on budgetary, curricular, and personnel issues from central offices to local school councils (LSCs). Eleven principals were interviewed at the end of the first year of reform implementation to learn about their early perceptions of reform initiatives and how they perceive their role under school reform. Principals' positive perceptions of school reform included having more people involved in decision making; gaining increased flexibility and discretion in decision making; moving authority closer to areas of need; having more money available; and sharing a common direction. Negative perceptions came from (among other factors) paperwork, fears that LSCs may misuse their powers; and questions about underlying reform motives. Positive role changes were perceived to have resulted from getting more help; having more teachers involved; and planning and communication. The dominant theme in negative role changes was a lack of time to accomplish tasks because of massive amounts of time associated with reform activities. Some principals' roles had not changed. (8 references) (EJS)

ED 330 110 EA 022 852

Tuck, Kathy D.
Values Education: A Developmental Strategy.

PUB DATE - Apr 91
NOTE - 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Some Tables and figures may not reproduce adequately in paper copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Attitude Measures; Curriculum Development; Curriculum Enrichment; Educational Principles; Intermediate Grades; *Moral Development; Secondary Education; *Values; Values Clarification; *Values Education

Current societal problems and increasing pressures on youth has prompted school systems to infuse values education into the curriculum. Information pertaining to the development and hierarchy of values in students is highly sought after. A random

Assistive Technology. NICHCY News Digest #13.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - 89
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)
DESCRIPTORS - *Assistive Devices (for Disabled); Computer Software; Consumer Education; *Disabilities; Educational Media; Educational Technology; Federal Legislation; Financial Support; Individualized Education Programs; Input Output Devices; Media Adaptation; Media Selection; Microcomputers; Parent Role; Technology; Young Children

The newsletter presents six articles and associated information concerned with assistive technology for children and youth with handicaps. "Technology: Becoming an Informed Consumer" (Elizabeth Lahm and Sue Elting) reviews the history of technology with emphasis on assistive technology, offers case studies on technology applications, and gives guidelines for making informal choices when purchasing home computer software and selecting assistive technology equipment. "Assistive Technology: A Parent's Perspective" (Julie Fleisch) notes problems parents have in keeping up with available technology and financing needed technology. "Federal Legislation and Assistive Technology" (Roxanne Rice) summarizes provisions and requirements pertaining to assistive technology under six federal laws. "Effective Use of Technology with Young Children" (Mary L. Wilds) notes skills needed for interactive use of computers, selection of battery-operated toys and switches, and introducing young children to computers. "Integrating Technology into a Student's IEP" (Ruth Bragman) reviews technology in the context of students' individualized education programs (IEPs), discussing hardware adaptations, student assessment/evaluation considerations, traditional and technological considerations, and selection of devices and software and identification of their operational characteristics. "Starting the Funding Process" (Suzanne Ripley) offers families suggestions for acquiring funding for assistive technology. A listing of information sources includes 18 books, reports, and magazine articles; 19 magazines and newsletters; and 29 organizations. (DB)

ED 330 131 EC 300 101

Accessing the ERIC Resource Collection.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - May 90
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - Serials (022)

NOTE - 31p.; For related documents, see EC 300 115-118.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Delivery Systems; Elementary Secondary Education; *Gifted; *Program Development; Program Evaluation; *School Policy; State Legislation; *State Standards
IDENTIFIERS - *Oregon; State Regulation

This document was prepared to support school districts in the process of implementing Oregon administrative regulations regarding gifted student education. Elements are listed that should be included in school district policies relating to the education of gifted students. A step-by-step program planning outline is suggested, from establishing a steering committee to evaluating the program. Guidelines are offered for developing administrative support for the gifted education program and for coordinating the program within the district structure and school schedule. The guide also discusses program alternatives, program budget, program resources (both within and out of the district), and program evaluation. An appendix contains a sample program philosophy, identification policy, appeals procedure, list of program and service options, procedures for handling complaints, and parent notification form. Another appendix outlines general procedures for serving gifted students in grades kindergarten through grade 3. (JDD)

ED 330 150 EC 300 120

Kansas Arts Resource Training System (KARTS). Final Report on Three (3) Year.
Kansas State Dept. of Education, Topeka.
SPONS. AGENCY - Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE - Dec 88
NOTE - 220p.; Contains some light/broken type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Art Activities; Art Education; *Art Teachers; Curriculum Development; *Disabilities; Dramatics; Elementary Secondary Education; Enrichment Activities; Federal Programs; *Inservice Teacher Education; Movement Education; Music; *Program Development; *Resource Teachers; State Programs; Storytelling; Technical Assistance; Visual Arts; Workshops
IDENTIFIERS - Kansas; *Kansas Arts Resource Training System

The federally-funded Kansas Arts Resource Training System (KARTS), administered through the Special Education Administration section of the Kansas State Department of Education, sought to bring quality training in arts-related services geographically closer to Kansas schools and to ensure ongoing programming and resource availability to handicapped children through 12 trained District Resource Coordinators (DRCs). The DRCs provide technical assistance and in-service training in the related arts to educators, therapists, parents, and others in their local districts and regional areas. They also serve as models in their communities for incorporating the arts via music, visual art, movement, drama, and storytelling into the curriculum of the special students they serve. This final report describes objectives of the 3-year program, activities, training courses completed by the DRCs, detailed evaluation procedures and instruments, and finances. Appendices, which make up over half of

NOTE - 345p.; Some pages of this document contain small, light type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - General (020), Journal Articles (080)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Business Responsibility; Dropout Research; Elementary Secondary Education; *Illiteracy; *Literacy Education; Newspapers; *Outcomes of Education; Postsecondary Education; Preschool Education; Program Effectiveness; Program Implementation; School Business Relationship; *Teaching Methods; *Tutoring

This document is a set of two volumes that contain prize-winning newspaper articles and summaries of radio and television shows selected as part of the Media Resource Project on Literacy. Items in the 1988-89 book include the following: "Why Daddy Can't Read" (Sally L. Gilman); "The Triumph of Jimmy Sanchez" (Sandra Macias); "Illiteracy: Mississippi Yearning" (Sharon Wertz); "Florida Business Hobbled by Worker Illiteracy" (Dory Owens, Ed Lopez); "Literacy Series" (Jody Becker); "The Critical Years" (Linda Lenz et al.); "Human Capital: The Decline of America's Work Force" (Elizabeth Ehrlich et al.); "The Literacy Hoax" (David Montgomery); "The Education Crisis: What Business Can Do" and "Saving the Schools: How Business Can Help" (Nancy J. Perry); and "The Unteachables" (Jane Juska). Items in 1987 book are the following: "Savvy Reader Series" (Ron Goldwyn et al.); "Feature on Illiteracy" (Muriel Cohen et al.); "The Silent Handicap...Illiteracy" (Fred Brown, Carmen Carter); "Series on Illiteracy" (Bill Hetland); "Literacy Challenge Series" (Clay Kallam); "Illiteracy Special Report" (Tom Kisken); "Prisoners of Print" (Mark Sauer et al.); "Illiteracy's Cycle of Despair" (Deb Kollars, Gretchen Kell); "Illiteracy in Kentucky" (Mary Ann Roser, Judy Jones Lewis); "Series on Dropouts" (Betty Cork); "16-Part Series on Illiteracy" (Kari Fluegel); "Making the Grade" (Al Tompkins, Gil Hollingsworth); "Can't You Read the Signs?" (David E. Green); "Illiteracy Focus" (Roger Nelson et al.); and "Literacy Series" (Audrey Coleman). (KC)

youth from various locales and mixes them with adults taken from the working population in the South Bay area. The atmosphere of cooperation is intended to reflect real life settings. Both students and teachers actively participate in and welcome opportunities for individualized teacher student interaction. There is no ability grouping at SCROC. Four ongoing programs have classes for special education students. Most of these students continue with cooperative courses, which include classroom training and paid employment. College-bound students also enroll in SCROC classes; computer skills, graphic design, and technical and computer-aided drafting have the greatest appeal. Medical and dental assisting courses are popular with premed students. In addition to high school credit and grades awarded to students, SCROC provides students with materials and services useful to obtaining employment. The curriculum is occupationally centered, with a hands-on emphasis to produce salable skills. The program has an equally strong focus on individual student placing. Currently, SCROC has 12 divisions offering 60 courses on site at the Torrance Center and 15 courses off site on local high school campuses. (NLA) emphasizes means, not ends; (2) EA implementers confuse perceptions of "reality"; (3) high-level administrators should be actively involved; (4) nonprogram staff stakeholders should be carefully selected and interviewed; and (5) an important outcome was the change in team member attitudes, knowledge, and skills about evaluation and programming. (YLB)

ED 329 700 CE 057 110

Thomas, Audrey M.
Encouraging Adults To Acquire Literacy Skills = L'Alphabetisation: encourager les adultes a participer aux programmes.
National Literacy Secretariat, Ottawa (Ontario).
PUB DATE - Sep 90
NOTE - 52p.
LANGUAGE - English; French
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120),
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Basic Skills; Dropout Characteristics; Dropouts; Foreign Countries; French; *Illiteracy; *Literacy Education; Participation; *Publicity; Public Relations; *School Holding Power; Student Motivation; *Student Recruitment
IDENTIFIERS - *Canada

According to a 1989 survey, 6.9 million people or 38 percent of the Canadian adult population are low-literate. They are mostly older, are equally men and women, and live in rural and urban areas. Besides literacy acquisition for personal purposes, there are national purposes, such as responding to labor needs. Reasons for nonparticipation in literacy programs are financial, personal, special needs, anxiety, past school experiences, low perceived need and distractions, institutional constraints, instructional strategies, lack of support systems, and structural. Participants have identified these motivational factors: educational advancements; self-improvement; literacy development; community/church involvement; economic need; family responsibilities; job advancement; diversion; launching into new life cycle; and urging of others. Educational variety is essential to reach potential learners. Publicity and recruitment strategies include print, radio and television, and exhibits and displays. Strategies to reach learners are field workers; door-to-door canvassers; literacy vans; walk-in locations; and family literacy projects. Programs may be sponsored by communities, colleges, school boards, employers, libraries, and private agencies. Student retention is achieved by catering to individual learning needs, actively involving learners, and providing all necessary supports. (YLB)

ED 329 720 CE 057 183

Laid Off. The Texas Response to Plant Closings and Layoffs.
Texas Association of Private Industry Councils, Austin.
PUB DATE - 90
NOTE - 72p.; Sponsored by Levi Strauss & Company, Southwestern Bell-Texas, and Bell Helicopter-Textron.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adults; Cost Effectiveness; *Dislocated Workers; Job Layoff; Job Search Methods; *Outplacement Services (Employment); Postsecondary Education; Program Administration; Retraining; State Aid; *State Programs
IDENTIFIERS - *Economic Dislocation Worker Adjust Assist Act 1988; Private Industry Councils; *Texas

For the benefit of Texas Association of Private Industry Council (TAPIC) volunteers who oversee dislocated worker projects, a report examined the initial efforts of putting together a cost-effective and responsive system that can reemploy people. In addition to a review of the state's role in the management and administration of the Economic Dislocation and Worker Adjustment Assistance Act (EDWAA), TAPIC selected three local substate areas for more detailed examination. These three areas provided the basis for most of the findings and recommendations. The project identified allowable program activities within cost categories as retraining, readjustment services, supportive services, and administration. A number of programmatic and policy issues appeared to lend themselves to corrective action for substate areas: (1) extraordinary circumstances demand an extraordinary response; (2) administrators must plan for flexible program response; (3) readjustment services should be supplementary to retraining opportunities; (4) orientation phase should keep expectations realistic; (5) program prerequisites cannot substitute for program services; (6) requirements for program certification must be simplified; (7) automated applicant tracking systems must be implemented; and (8) assessment process must be reformed. In addition, it was recommended that state areas do not supplant substate area responsibility; encourage use of local resources; and discourage local delivery of services by state. The state should focus on providing training and technical assistance, program design and development, monitoring and evaluation, innovation and development, long-term planning, and financial management services for EDWAA operations. (Three appendices are included--management review methodology, correspondence, and 23 references.) (NLA)

them. The middle school home economics curriculum provides opportunities for students to learn some skills in both independent action and decision making and in interdependent actions with peers, families, small children, and other adults. This curriculum guide contains the following eight instructional units: (1) introduction; (2) business aspects of babysitting; (3) personal development/family relations; (4) housing; (5) clothing/textiles; (6) foods/nutrition; (7) exploring entrepreneurship; and (8) exploring home economics related careers. The guide contains a curriculum outline, instructional time allocation chart, competencies, a correlation of life management skills with Oklahoma's Home Economics I basic core curriculum, and career education infusion. (NLA)

ED 329 740 CE 057 233

Sylves, Jane M.; Boody, Sandra
An Articulation Model in Dental Assisting for the Commonwealth of Pennsylvania. A Continuation.
Indiana Univ. of Pennsylvania. Center for Vocational Personnel Preparation.
SPONS. AGENCY - Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE - Sep 89
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Allied Health Occupations Education; *Articulation (Education); *Competency Based Education; *Curriculum Development; *Dental Assistants; Higher Education; Instructional Materials; Learning Modules; *Material Development; Program Development; Secondary Education; State Programs; Vocational Education
IDENTIFIERS - Pennsylvania

A curriculum development project was conducted to generate additional competency-based modules to be used within the articulation model for Pennsylvania dental assisting programs, established in 1988. Project activities included reviewing, modifying, and providing parallel competency-based structure for the courses at the A.W. Beattie Technical School and the Dental Assisting/Oral Hygiene Program of the University of Pittsburgh that comprise the competency area "chairside dental assisting." The project also developed a concise presentation of the advantages of competency-based articulation, based on the model developed earlier, for presentation to at least three other accredited postsecondary dental assisting programs in the state. The final model, including the competency-based modules, process recording of articulation strategies, and the introduction for postsecondary school, was prepared for distribution by the Pennsylvania Department of Education. (Attachments to the project report include an articulation examination, course objectives, correspondence, project publicity, and sample articulation agreement.) (KC)

ED 329 758 CE 057 327

Baldwin, Janet
GED Candidates: A Decade of Change. GED Profiles: Adults in Transition, No. 1.
American Council on Education, Washington, DC. GED Testing Service.
PUB DATE - Sep 90
NOTE - 5p.; Color used in bar graphs will not reproduce. For a related document, see CE 057 328.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Collected Works - Serials (022)
DESCRIPTORS - Adult Education; *Adults; Blacks; Comparative Analysis; Dropout Characteristics; Educational Background; Educational Certificates; Equivalency Tests; Ethnic Groups; *High School Equivalency Programs; *Individual Characteristics; *Motivation; *Participant Characteristics
IDENTIFIERS - *General Educational Development Tests

Key characteristics of adults who took the General Educational Development (GED) Tests in 1989 were compared with those of their 1980 counterparts. Findings indicated that the percentage taking the tests primarily to fulfill postsecondary educational admissions requirements increased from 29.1 to 32.8 percent. The percentage who took the tests for employment reasons declined from 38.6 to 32.2 percent. A higher percentage reported studying before taking the tests, an increase from 79.5 to 83.8 percent. The average number of hours studied increased from 20.0 to 30.5. Candidates in 1989 reported having the same in-school grades and years of schooling as those in 1980. The number of candidates aged 18 to 24 declined by 26 percent. The proportion of Hispanics increased from 6.8 to 11.2 percent, whereas the percentage of Black candidates fell from 17.1 to 14.2 percent. Minority adults continued to be more highly represented among GED candidates than in the general U.S. population. The largest percentage of candidates in both years cited personal reasons for leaving high school. The percentage who left school due to pregnancy or marriage tripled. Nearly one in five cited the need to work as the most important reason for leaving school. The percentage who left school because they were not doing well declined. (12 references) (YLB)

report. (KC)

ED 329 778 CE 057 366

Teacher Summer Business Training & Employment and Employer Specific Training Program for Program Year 1989-90. Annual Report to the Governor and Legislature.
New York State Education Dept., Albany.
PUB DATE - 91
NOTE - 43p.; Cover title is "Employer Specific Training Program, Program Year 1989-90."
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Apprenticeships; Dislocated Workers; Economically Disadvantaged; *Inservice Teacher Education; Institutes (Training Programs); *Job Training; Labor Force Development; Literacy; Management Development; Postsecondary Education; *School Business Relationship; School Districts; Skill Development; State Programs; *Summer Programs; Unemployment
IDENTIFIERS - *Customized Training; *New York; Workplace Literacy

The Employer Specific Skills Training (ESST) Program strengthens New York State's economy by assisting employers and employees to become more productive and competitive through customized training and education. The program has three goals: (1) to foster cooperative ventures; (2) to use resources of local education agencies to respond to local work force development needs; and (3) to expand the capacity of educational agencies to meet business and labor's training needs. The ESST program areas include workplace literacy, apprentice-related instruction, customized training, management seminars and conferences, and summer teacher business training and employment. This annual report (1989-90) presents a program overview, program outcomes, future directions, financial resources, matching funds, and an appendix listing participating firms in New York State. The following program outcomes are identified: (1) the program helps employers become more competitive; (2) priorities include smaller, minority-owned, and worker-owned businesses; (3) the program helps to create a more highly skilled work force and a more diverse economic base; (4) the program benefits both individual trainees and their employers; (5) the program also benefits unemployed, dislocated, and economically disadvantaged workers; (6) the program supports educational agencies; (7) the program is strengthened by the Workplace Literacy Program; (8) the Teacher Summer Business Training and Employment Program has strengthened New York State's education system; and (9) the program produces satisfied and well-trained productive workers. Tables and figures are included throughout. (NLA) program halved the dropout rate for students who participated. It produced mixed results in other areas, although test scores improved in some subjects. Students benefited by improving their self-esteem, becoming successful in the classroom, and learning about career opportunities, and teachers became aware of high-risk students' needs. (Thirteen appendixes--half the document--include the linkage model, a form for recommendations for at-risk programs, student profile sheet, individual goal strategy plan, resource list from the vocational support center, parent permission letter, weekly assignment sheets, list of software used in the program with supplier names and addresses, software sheet, form for recording software use, achievement scores, inventory guide to inservice training for meeting needs of at-risk students.) (KC)

raised the students' awareness of prosocial competencies. (Author/ABL)

ED 329 815 CG 023 184

Frieze, Irene Hanson
Adding Context to the Study of Gender: Considering the Self-Context of the College Student.

PUB DATE - Aug 90
NOTE - 21p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Achievement; Achievement Need; *College Students; *Context Effect; Higher Education; *Research Problems; *Sex Differences

Although a large body of research has investigated the possibility of motivational or attitudinal differences in men and women that would explain observable differences in levels of achievement, much of this research has failed to produce results. The failure of researchers to consider the characteristics of their college-student samples may have contributed to this lack of results. Some of the relevant variables include those provided by the context of the typical laboratory experiment. Other context cues emerge from an analysis of the life stage of the typical research subject. This paper focuses on context limitations inherent in the use of undergraduate psychology students as research subjects in traditional laboratory experiments. It is argued that the purposeful ignoring of context effects within this paradigm has hindered the ability to answer questions about gender effects and to develop theories of gender differences. Major examples discussed include research on gender differences in achievement motives and lack of gender effects in the achievement area. It is claimed that motivational theories were given up too quickly when they were not predictive of gender effects in areas relating to male-female relations and traditional female role activities. A social context framework is applied to show why gender differences are not found in these studies. (Author/ABL)

Dominic Cappello); (9) "Producing Comic Books and Photonovels" (Susan Leibtag and Hugh Rigby); (10) "Developing Relevant Materials on a Low Budget" (Sala Udin); (11) "Understanding the Production Process" (Lianne B. Chong); (12) "Planning Outreach and Dissemination Strategies" (Ruth Lopez); and (13) "Evaluating AIDS Education Materials" (Shelley Mann and Marna Copeland Taylor). Appended are three case studies: "Assessing the AIDS Education Needs of Black Gay and Bisexual Men" (Stephen B. Thomas); "Stopping AIDS Is My Mission (SAMM)" (Aisha Gilliam); and "Conducting Outreach to Combat AIDS Among Injection Drug Users" (Robert S. Broadhead and Kathryn J. Fox). (NB)

ED 329 836 CG 023 206

D'Onofrio, Carol
Tobacco Talk: Educating Young Children about Tobacco. Suggestions for Teachers, Parents, and Other Care Providers of Children to Age 10.

PUB DATE - 91
NOTE - 174p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - Advertising; Children; Drug Education; Elementary Education; Health Education; *Prevention; *Smoking; *Tobacco; *Young Children

This book provides adults with specific suggestions and advice for talking with children about the health and social hazards of tobacco use. The first two chapters provide background information and general principles for talking about tobacco with children up to the age of 10. Each of the following five chapters focuses on one topic about tobacco and presents suggestions for talking about that topic in detail. Chapter 3 uses children's natural aversion to tobacco to describe what the substance is, and to point out that most people don't like to be around tobacco. Chapter 4 encourages children to trust their senses about smoke in their environment, and teaches them some ways to be assertive about their rights not to be around tobacco. Chapter 5 focuses on why anyone would use tobacco. Chapter 6 provides ways to talk to children about what using tobacco can do to the body, and how using it can limit choices about friends, money, and where one can sit in restaurants. Finally, chapter 7 introduces children to simple advertising techniques. Discussion shows how these techniques are used in tobacco advertising, and points out ways to keep from being fooled by the ads. An annotated list of 16 resource organizations is provided. (LLL)

and elderly men and women; (2) Family Life--age a man or woman marries, becomes a parent, and becomes a grandparent; (3) Career Age--age a man or woman becomes settled in a career and retires; (4) Personality--age a man or woman should be most asertive, agreeable and ambitious; and (5) Life-Goal--age a man or woman should be satisfied with life and have a sense of accomplishment. Results of the survey indicated that society had clearly defined ages for these aspects of life. In contrast, there was considerable variation regarding the appropriate age at which one should be concerned about these developmental milestones or how one should manifest various personality traits and characteristics necessary to attain one's goals. This pattern of results indicated that individuals tend to use social age norms to define the age-appropriate behavior of others, but use age norms about personality characteristics to define age-appropriate behavior for themselves. (Extensive tables of results are included.) (LLL)

ED 329 857 CG 023 227

Lougheed, Val; Hunter, Bev
Seven Skills of the Assessor.
Northern Lights Vocational Services, Minden (Ontario).
PUB DATE - Jan 91
NOTE - 16p.; Paper presented at the Annual National Consultation on Vocational Counselling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Evaluation Methods; Foreign Countries; Professional Development; Skill Analysis; *Skill Development; *Vocational Evaluation
IDENTIFIERS - Ontario

Northern Lights Vocational Services of Ontario (Canada) is an agency that grew out of a need for people to have access to vocational services on a local basis. It replaces traditional, facility-based testing technologies with new tools that can be used in a community setting. The agency has developed an approach to vocational evaluation and assessment known as the Northern Lights Task and Time Analysis System. This guide lists seven skills of the assessor, and lists criteria associated with each skill. The skills are as follows: (1) work with the process--know that assessments have beginnings, middles and ends; (2) join with the person--relate to the person's individuality and "specialness"; (3) create a climate of acceptance and respect--avoid words, thoughts, gestures and tones that imply judgment or criticism; (4) take the Columbo approach--explore and question everything; (5) record all available information--look for patterns, explore possibilities; (6) analyze data in conjunction with the person--discuss what the person perceives as the outcome of his or her experiences in the process; and (7) be creative--use humor and have fun. (LLL) those of White students. Hispanics and Native Americans continued to drop out of school at rates considerably higher than those of White or Black students. (BHK)

ED 329 877 CG 023 248

Shoenfelt, Elizabeth L.; Mendel, R. Max
Gender Bias in the Evaluation of Male and Female Police Officer Performance.

PUB DATE - 21 Mar 91
NOTE - 8p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (37th, New Orleans, LA, March 20-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Evaluation Criteria; Expectation; Performance Factors; *Personnel Evaluation; *Police; *Sex Bias; Sex Discrimination

This paper reports on a study undertaken to evaluate the likelihood of anti-female bias in performance appraisals. Based on investigative reports, depositions, and eye-witness accounts in the subsequent litigation, four versions of a written scenario were prepared of an actual arrest sequence in which a male training officer was shot, and the female trainee-partner was fired for cowardice. The names and pronouns used to describe the two officers were altered. One of the four scenarios was randomly selected and sent to the police chief in each of the 226 U.S. cities with populations greater than 80 thousand. The respondents were asked to complete a behaviorally-anchored performance rating form by selecting one of seven possible administrative actions ranging from termination to a meritorious performance award recommendation. The data revealed that police departments did permit gender to influence their assessment. It was found that for precisely the same actions, police departments were significantly more likely to terminate female trainees than male trainees. Given the inconsistent pattern of findings in the literature, the demonstration of gender bias in this study suggets three potential moderators worthy of further investigation. Gender bias may be more likely: (1) in situations involving strongly gender stereotyped performance settings (e.g., dangerous situations involving physically demanding actions); (2) where team performance forces the rater to apportion responsibility for outcomes among team members; and (3) where performance judgments are directly linked to specific administrative actions. (LLL)

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Analysis of Variance; Context Clues; *Definitions; Grade 5; Intermediate Grades; Reading Comprehension; Reading Skills; Vocabulary; *Vocabulary Skills; Word Recognition

A study examined the effects of word type and frequency of exposure on the incidental learning of unknown words in context. A target word pool of 60 words was selected to ensure unfamiliarity to the subjects, 110 male and female average fifth-grade students attending three private elementary schools in New York City. Students were randomly assigned to one of four conditions: Simple-Synonym (SS) words, one exposure; SS words, 4 exposures; Concept-Challenge (CC) words, 1 exposure; and CC words, 4 exposures. (SS words consisted of unknown words whose concept was known by the students and could be defined by a one-word definition; CC words consisted of words whose concepts were not known but could be taught by using familiar examples.) Two vocabulary measures were administered to assess the students' ability to define the target words. Students were asked: (1) to supply a definition; and (2) to select a definition from a multiple-choice format. Results revealed a main effect for exposure level in which more contextual exposures produced better acquisition of meaning of unknown words than fewer exposures. Results also revealed that more CC words were learned than SS words, which was opposite to the trend expected. Findings suggest that CC words by virtue of their conceptual nature may require a deeper form of processing since they are embedded in more elaborative passages. (One figure and one table containing data are included; one appendix listing sample words is attached.) (KEH)

1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Classroom Research; Educational Research; Graduate Students; Higher Education; *Inservice Teacher Education; Instructional Effectiveness; *Portfolios (Background Materials); *Preservice Teacher Education; Student Attitudes; *Student Evaluation; Teacher Behavior
IDENTIFIERS - *Portfolio Approach

A study examined the ways that the use of portfolio assessment in graduate literacy learning classes altered the teaching and assessment practices of these teachers in their own classrooms and the ways portfolio assessment in such classes provide evidence of growth in learning/thinking. Subjects, 75 graduate students in 4 classes, were asked to keep literacy portfolios which included representative samples of themselves as language users, language learners, and language teachers. Multiple measures, including in-class and follow-up portfolio questionnaires, outside reviews, and anecdotal evidence collected by instructors, were used to provide data for the study. Results indicated that: (1) portfolio assessment was an effective way to document growth, provide a record of change and show the learner's application of issues and ideas encountered in class; (2) most of the teachers continued to seek out other opportunities to explore the use of portfolios; (3) by the end of the semester, almost all teachers stated that they had plans to initiate or expand the use of portfolios in their classrooms; and (4) 85% of the teachers indicated that constructing their own portfolios was helpful in the process of self-assessment. Findings suggest that successful implementation of portfolio assessment in schools will depend upon providing time and encouragement to teachers as they work with and refine the process in their own classrooms. (RS) their predictions after reading. The control group read the same expository text during sustained silent reading but no instruction in comprehension monitoring strategies occurred prior to the reading. Results indicated that metacognitive awareness may be a late-developing process that is not sensitive to type of strategy taught and difficult to accurately assess with a current informal assessment measure. Reading achievement was not affected by comprehension monitoring instruction. (Five tables of data and three figures are included. (MG)

new writing perspective emerged for these students. (RS)

ED 329 958   CS 212 706

Sorenson, Sharon
Webster's New World Student Writing Handbook.

PUB DATE - 88
NOTE - 589p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Reference Materials - General (130)
DESCRIPTORS - Higher Education; Secondary Education; Student Writing Models; *Writing Across the Curriculum; *Writing Improvement; Writing Skills; *Writing Strategies
IDENTIFIERS - *Process Approach (Writing); *Writing Contexts; Writing Development

Designed as a practical reference book that can be useful to readers in any writing situation, this handbook offers guidance for writing assignments across the curriculum as well as help in writing resumes, letters, and scholarship, college, and job applications. The handbook describes the 10 common methods for developing any kind of writing and gives step-by-step instructions for writing assignments. The three parts of the handbook include: (1) a general discussion of how to plan, write, revise, and proofread; (2) a description of virtually every kind of writing, both academic and personal; and (3) quick definitions and brief examples in a glossary. (RS)

Engagement.

PUB DATE - Apr 91
NOTE - 23p.; Paper presented at the International Conference on Language and Literacy (Norwich, England, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Foreign Countries; Group Activities; *Individual Development; *Learning Motivation; Lifelong Learning; *Literacy; *Personal Narratives; Teaching Methods; Writing Instruction
IDENTIFIERS - Canada; Collaborative Writing; *Lifewriting; *Writing Development

Growth into literacy occurs most effectively with the engagement of the learner. The question is therefore: what motivates learners to sustain them through the struggle to attain literacy? In this aspect of literacy education, "lifewriting" can be a most powerful medium. Basic to all of the lifewriting programs described in the text, "Lifewriting: Self-Exploration and Life Review through Writing," and preliminary to much of the writing that lifewriting groups have accomplished, is the focus on talk--the many forms of dialogue, discussion, conferencing, lifestorying, and self-preservation within the lifewriting community or group. This talk generates social energy, serves each of the participants as an analytic tool, and provides a social consequence in a continuing series of gratifications. These gratifications will both sustain the process of life creation through writing and concomitantly provide the materials and motivation for reading and writing. This continuing engagement, the search for additional skills in literacy and individual concern for growth and refinement, are all fostered through lifewriting. Attention should be paid to some recent findings from several different programs (including a Canadian program in adult basic literacy, a literacy program for physically disabled adults, and a program for technical students learning to speak English), all based on the principle that beginning literacy is founded on the oral and written expression of personal values, perceptions, and experiences. (Forty-three references are attached.) (SG)

Heisler's management-by-objectives approach. The program involves a preliminary step (declaration of intent); a pre-appraisal planning conference; a performance appraisal; a performance progress review conference; and a post-development review appraisal. Benefits include increased coaching staff and number of hours devoted to coaching in a given semester, educational benefits for both peer coaches and coachees, and a systematic way to appraise peer coaching. (SR)

ED 330 003 CS 507 404

Eaves, Michael

The Effects of Proxemic Violations as Distractors on Persuasive Message Attempts.

PUB DATE - Apr 90

NOTE - 38p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Charleston, SC, April 5-8, 1990).

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS - Communication Research; Higher Education; *Information Processing; *Nonverbal Communication; *Personal Space; *Persuasive Discourse; Student Attitudes; Undergraduate Students

IDENTIFIERS - *Distraction; Message Responses

Presumably, during persuasion, a violation of a subject's expected distance would act as a distraction, increase the likelihood of message acceptance, create fewer counterarguments, and shift the listener's focus from message content to speaker characteristics. Forty-nine undergraduate speech students participated in a study at a major southeastern university. Each subject entered a room where a confederate was already seated and which contained one empty chair placed against a wall. The confederate then invited the subject to "have a seat and make yourself comfortable," thus ensuring that the subject, and not the confederate, would place the empty chair in the optimal space for that subject--presumably at a comfortable distance from the confederate. As the student sat, the confederate read a counterattitudinal script, during the course of which, in half of the situations, the confederate invaded the subject's space moving his or her own chair far enough to reduce the subject's expected distance by one-half. The subject then completed a 19-item questionnaire. Results provided support for the hypothesis that a violation of expected distance would produce higher speaker attributed credibility scores than when there was no violation. (A sample questionnaire, a data table, and a counterattitudinal script are included; 46 references are attached.) (SG)

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Cooperation; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Interdisciplinary Approach; Organizational Change; Organizational Objectives; Policy Formation; Politics of Education; *Regional Cooperation; Shared Resources and Services
IDENTIFIERS - *UNESCO

Issues pertinent to the coordination of educational policies with those in other fields for innovative policy formation are presented in this synthesis. The first section details objectives of the interdisciplinary approach, of which the development of common frameworks and methodological tools that are adaptable to specific countries or regions is primary. The second section discusses concepts and theories, pointing out that the interdisciplinary approach links theory and practice and is systemically oriented. The impact of political and administrative structures on policymaking structures and distribution of power in different countries is examined in the third section, and policies and programs are discussed in the fourth section, which cautions that coordination with other policymaking sectors may create overlap between educational systems. Section 5's analysis of the political context of power and decision making identifies barriers to coordination, such as deficient information dissemination in developing countries, shortened implementation stages, and a gap between educational policy and practice. Lessons to be learned are discussed in the final section; these include attention to accountability and political legitimacy of policy coordination. Conclusions point to Unesco's instrumental role in policy coordination and the need to consider such factors as the divisive effects of policy coordination, life cycles of the policy process, demography, and levels of development. (22 references) (LMI)

Secondary Education; *Federal Aid; *Federal Programs; *Financial Support; *Grantsmanship; *High Risk Students; Resources; School Funds
IDENTIFIERS - *South Carolina

Federal funding sources available to school districts for meeting the needs of at-risk students are listed in this document. Each source is grouped according to its dropout prevention and retrieval strategy. These strategies include school-site management; student-oriented, teacher-oriented, and collaborative approaches; structured intervention approaches; and dropout services. Information is provided about each program's purpose, application deadlines, eligibility and restrictions, the grant-making process, and contact persons. The last section includes a summary of some private funding sources, publications of interest, and an overview of 1990 education appropriations. (LMI)

Duttweiler, Patricia Cloud

Reviewing the Effectiveness of "Top-Down" Reform.

Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Sep 88
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Collected Works - Serials (022)
DESCRIPTORS - Accountability; *Behavior Change; *Centralization; *Change Strategies; *Educational Change; Elementary Secondary Education; Participative Decision Making; Professional Autonomy; *School District Autonomy; *School Effectiveness
IDENTIFIERS - *Mandated Tests

The "first wave" of educational reform has applied "top-down" mandates to raise standards and ensure accountability. These reform strategies often fail because they ignore the necessity of changing people's behavior and the everyday realities confronting schools. According to 16 superintendents participating in the National Governors' Association's Project Educational Reform, many reform obstacles, including lack of funds, restrictive laws, teacher unions, teacher certification requirements, and state-mandated tests and course requirements, remove the flexibility and control districts need to make wise education choices. Others note problems with centralized textbook adoption systems, curriculum policies, and models of practice. Too often, reformers place confidence in external knowledge, resources, people, or policies--a practice that makes teachers into passive recipients and ignores schools' heterogeneity. A new wave of educational reform is distinguished by a focus on the individual school as decision-making unit; the development of a collegial, participatory climate; the flexible use of time; an increased personalization of the school environment; a relevant curriculum; and an emphasis on higher order thinking skills for all students. Reform agendas should be based on changing people's behavior; emphasizing processes, not preconceived outcomes; determining what is important; beginning with local problems; eliminating reform barriers; and encouraging innovation and change. (10 references) (MLH)

An Ethnography of High Achieving At-Risk Hispanic Youths at Two Urban High Schools: Implications for Administrators.

PUB DATE - Apr 91
NOTE - 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Academic Achievement; *At Risk Persons; Cultural Images; Disadvantaged Youth; Ethnography; High Risk Students; High Schools; *Mexican Americans; Student Participation; *Urban Youth
IDENTIFIERS - *United States (Southwest)

Factors for the academic success of Hispanic American students whose background profiles label them as "at-risk" are explored in this ethnographic study. Areas of focus include demographic and biographical characteristics, everyday life, group identity, and roles of primary and secondary social groups. Observation and discourse analysis of 20 high-achieving Hispanic students (10 female and 10 male) in two inner city high schools focused on their creation of a world view and strategies for goal achievement. Analysis of the data suggested two primary categories which explain the success of these students and which are described under the rubrics of "potential identity threats" and "the gauntlet." "Potential identity threats" encompasses families and neighborhoods in which non-achieving cultural themes abounded, but which were countered in each case by positive role models/significant others so that students were able to select those themes from their environments that would help them construct a Hispanic-achiever identity early in life and to evaluate negatively such non-achieving role models and groups as school dropouts and users of drugs and alcohol. "The gauntlet" is a metaphor that describes adaptive behaviors used within the school environment to achieve the goals of high school graduation and admission to college. Common strategies for achievement include English language mastery, identification with school, and conforming to traditional Anglo American norms for success, since those behaviors are rewarded. Cheating was also a prevalent behavior among participants; it was rationalized as acceptable because it increased the likelihood of doing better in school. Recommendations include providing appropriate role models, supporting English language mastery programs, encouraging personnel to become aware of Hispanic cultural values, developing comprehensive and accessible programs, improving time management, and addressing the issue of cheating. Three tables, three figures, and a profile of respondents are included. (22 references) (LMI)

sample of 2,342 students in grades 4-12 were administered the Survey of Values addressing six domains: educational; moral; social; spiritual; cultural; and self. Administrators, teachers and support staff were given similar surveys. The hierarchy of individual values for students showed self-concept of ability and family ties to be highest and self-doubt and susceptibility to academic peer influence as lowest. While staff members were higher than students on their over-all value index, they were only slightly higher on individual values composition. Findings support the premises that values are multidimensional and formation of values proceeds through stages of maturity. Data are presented in tables and graphs. (16 references) (EJS)

ED 330 111 EA 022 853

Mertz, Norma T.; McNeely, Sonja R.
Male and Female Professors of Educational Administration: A Comparative Study.

PUB DATE - Apr 91
NOTE - 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Academic Rank (Professional); Administrator Education; College Faculty; Educational Administration; Elementary Secondary Education; *Equal Opportunities (Jobs); Faculty Integration; Faculty Recruitment; Females; Higher Education; *Personnel Selection; *Sex Discrimination; *Sex Fairness; *Women Faculty

Differences between the experiences and perceptions of male and female educational administration professors are examined in this comparative study, which focuses on perceptions of how they obtained their positions and the factors for securing them. Data from a mailed questionnaire of 100 male educational administration professors, which produced a 58% response rate, were compared with findings from the 1990 survey of 121 female counterparts. Findings indicate little change in the ways in which recent and senior hires, both male and female, obtained their positions. Inadvertent and unconscious bias against women was evidenced in the male-dominated practices of student brokering and social networking. Men and women identified similar overall factors for their employment but assigned them different importance; the job interview and individual credentials were perceived as the most influential factors by women and men, respectively. The fact that men's and women's perceptions were more similar than different suggests that they face similar "realities" and that selection criteria appear to transcend differences of gender, experience, timing, and institution. Two tables are included. (18 references) (LMI)

DESCRIPTORS - *Databases; *Disabilities; Information Centers; Information Retrieval; Information Services; *Information Sources; Library Services
IDENTIFIERS - *ERIC; ERIC Clearinghouse on Handicapped and Gifted Child

Intended for use by parents of children and youth with handicaps, the guide offers basic information on accessing the ERIC bibliographic database and publications. Answers are provided to the following questions: what is ERIC?; where are the resources?; why use the ERIC system?; what's in the ERIC system?; and how do you get started using ERIC resources? Specific information is also provided on products and services of the ERIC Clearinghouse on Handicapped and Gifted Children. A sample document resume is given, along with a descriptive list providing addresses and descriptions of all 16 ERIC Clearinghouses and five associated facilities. (DB)

the document, contain an evaluation of DRCs based on videotaped presentations, evaluation committee statements and letters to DRCs, tabulation of evaluation data for KARTS third-year workshops, compilation of post-workshop training needs assessment data, DRCs final evaluation of KARTS, and evaluation forms. (JDD)

ED 330 151 EC 300 121

Carr, Edward G.; And Others
Positive Approaches to the Treatment of Severe Behavior Problems in Persons with Developmental Disabilities: A Review and Analysis of Reinforcement and Stimulus-Based Procedures. Monograph No. 4.
Association for Persons with Severe Handicaps, Seattle, WA.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 90
NOTE - 44p.; An earlier version of this monograph was presented as a background paper at the Consensus Development Conference on the Treatment of Destructive Behaviors in Persons with Developmental Disabilities (Washington, DC, September 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Behavior Modification; *Behavior Problems; *Developmental Disabilities; Generalization; Intervention; Maintenance; Outcomes of Treatment; *Reinforcement; Stimuli

This monograph reviews and analyzes a set of treatment procedures exemplifying a positive or nonaversive approach to the amelioration of severe behavior problems in persons with developmental disabilities. Target behaviors include self-injury, aggression, and tantrums. Approximately 100 research articles drawn from 21 journals and a number of books and literature surveys are included. Specific interventions discussed include differential reinforcement of other behavior (DRO), differential reinforcement of incompatible behavior (DRI), skills acquisition, and stimulus-based treatments. Assessment and evaluation issues are discussed with respect to initial treatment effects and also in relation to stimulus generalization, response generalization, and maintenance. Variables found to be peripheral included gender, diagnosis, age, degree of retardation, and treatment setting. Variables that appeared to be central included extrinsic and intrinsic positive and negative reinforcers, and antecedent factors. Skills acquisition and stimulus-based interventions were found to be superior overall to DRO and DRI. (Over 200 references) (JDD)

ED 330 152 EC 300 122

Jones, Karen Harrell, Ed.
Career Education for Transition: Curriculum Implementation.
Georgia Univ., Athens. Div. of Vocational Education.
SPONS. AGENCY - Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE - 90
NOTE - 179p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Career Education; Cooperative Learning; *Curriculum; *Disabilities; Education Work Relationship; Elementary Secondary Education; Mainstreaming; Middle Schools; Newspapers; Peer Teaching; Physical Examinations; Program Evaluation; Task Analysis; Teacher Made Tests; *Teaching Methods; Transitional Programs; Tutoring; *Vocational Education

Eight papers are presented to assist career resource teachers who are working with handicapped students to prepare them for transition from school to work. "In Their Own Words: Teachers Share Their Experiences in Working with Special Education Students" (Lewis Allen) describes the use of cooperative learning in English, electronics, and interior design. "Peer Tutoring and Task Analysis Applied to Health Occupations" (Karen H. Jones and Charlotte A. Rosebrook) comprises almost half of the monograph in presenting a unit on vital signs which illustrates the integration of peer tutoring and task analysis. The unit includes lesson plans; task analysis criteria, prerequisites, equipment, and procedures; evaluation checklists; a test; and transparency masters. Other papers include: "Strategies for Maximizing Participation of Special Learners in Vocational Programs: One School System's Approach" (Connie Handley); "Meeting the Challenge" (John Gugerty); "Evaluating Transition Programs" (Lynda L. West); "Adapting Lesson Plans for the Mainstreamed Student" (Judy W. Wood and Jennifer W. Miederhoff); "Adapting the Teacher Made Test for Students Mainstreamed into Vocational Education" (Judy W. Wood and others); and "Fun and Games in the Newspaper: A New Teaching Tool for Handicapped and Disadvantaged Students" (Jill Schwartz Burnham.) (JDD)

ED 330 153 EC 300 123

Adaptive Behavior Guidelines.
Ohio Association of Supervisors and Work-Study Coordinators.; Ohio State Dept. of Education, Columbus. Div. of Special Education.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Dec 89
NOTE - 37p.; Prepared by a Task Force of the Association.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adaptive Behavior (of Disabled); Curriculum Development; Daily Living Skills; *Developmental Disabilities; Elementary Secondary Education; Evaluation Methods; Independent Living; Individualized Education Programs; *Job Skills; Lesson Plans; *Multiple Disabilities; *State Standards; Student Evaluation; Teaching Methods; Vocational Education

ED 330 172 EC 300 144

Isaacs, Mareasa R.; Goldman, Sybil K.
Profiles of Residential and Day Treatment Programs for Seriously Emotionally Disturbed Youth.
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE - Sep 85
NOTE - 369p.; For related documents, see EC 300 145-147. Table 1 (p.8-26) has filled-in type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adolescents; Children; *Day Programs; Delivery Systems; *Emotional Disturbances; Intervention; *Mental Health Programs; Program Descriptions; Residential Programs; Severe Disabilities

This monograph presents descriptions of 11 residential and day treatment programs serving seriously emotionally disturbed youth. Each program's description includes information about the program's origins, type of children served, guiding philosophy and treatment approach, services offered, work with families, linkages with other child-serving agencies, staffing, funding, and evaluation of program effectiveness. The 11 descriptions are organized by type of program, beginning with day treatment programs, followed by residential programs, and concluding with those programs that offer both residential and day treatment services. The programs include: Advances of Wiley House (Mohrsville, Pennsylvania); City Lights (Washington, D.C.); Poyama Land (Independence, Oregon); Alpha Omega (Littleton, Massachusetts); Children's Village (Dobbs Ferry, New York); Lad Lake, Inc., (Dousman, Wisconsin); Whitaker School (Butner, North Carolina); Youth Residential Services (Akron, Ohio); Regional Institute for Children and Adolescents (Rockville, Maryland); The Spurwink School (Portland, Maine); and Tri-County Youth Programs, Inc. (Northampton, Massachusetts). Preceding the in-depth program descriptions is a section highlighting the overall findings, which discusses the characteristics of children served, program characteristics, treatment approaches, staffing patterns, and problems experienced. Appendixes list the names, addresses, and telephone numbers of the 11 program administrators, and offer brief descriptions of approximately 100 programs that responded to the program survey but were not selected for site visits. (JDD)

ED 330 173 EC 300 145

Stroul, Beth A.
Home-Based Services. Volume I. Series on Community-Based Services for Children and Adolescents Who Are Severely Emotionally Disturbed.
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
PUB DATE - Oct 88
NOTE - 227p.; For related documents, see EC 300 144-147.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Information Analyses/State-of-the-art Materials (070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

ED 330 191 EC 300 163

Sundram, Clarence J.
Serving Medically Frail Individuals: Five Case Studies of Deaths of Residents of the Terence Cardinal Cooke Health Care Center.
New York State Commission on Quality of Care for the Mentally Disabled, Albany.; New York State Mental Hygiene Medical Review Board, Albany.
PUB DATE - Sep 90
NOTE - 45p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adults; Attendants; Case Studies; *Death; *Developmental Disabilities; Long Term Care; *Medical Care Evaluation; Medical Case Histories; Medical Services; Needs Assessment; Outcomes of Treatment; Residential Care; *Residential Institutions; *Severe Disabilities; Special Health Problems
IDENTIFIERS - *Medically Fragile; Terence Cardinal Cooke Health Care Center NY

The deaths of five resident clients at the Terence Cardinal Cooke Health Care Center (New York), a residential program for profoundly impaired and medically fragile individuals with developmental disabilities, in March and April of 1989 were investigated. Methods of study included examination of medical records from the Cooke Center and other sites where clients were treated, autopsy reports, and interviews with site staff and administrators. The report presents an overview of the Cooke Center and its population, findings from each case study, conclusions, and recommendations. The report reveals problems in: the timely ordering of diagnostic tests and transfers to acute care facilities; routine monitoring and documentation of clients health status; coordination and communication among staff to ensure proper management of clients experiencing acute medical problems; infection control; and critical self-examination and corrective action when deaths occurred. Appendices include responses to a draft of the report from the facility and the New York State Office of Mental Retardation and Developmental Disabilities. (PB)

ED 330 192 EC 300 164

Merkoski, Kay
Project EAGLE (Early Academic Gifted Learning Experience): A Program for Gifted and Talented Students (Grades K-3).
Somers Point Public Schools, NJ.
SPONS. AGENCY - New Jersey State Dept. of Education, Trenton.
PUB DATE - 88
NOTE - 54p.; For related documents, see EC 300 165-168.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Ability Identification; *Curriculum Development; *Enrichment Activities; *Gifted; Independent Study; Primary Education; Program Development; Program Evaluation; Program Implementation; Special Programs; Student Educational Objectives; Student Evaluation; *Talent; Teaching Methods; Thinking Skills

This manual is intended to guide the development of a primary grade

ED 330 213 FL 019 114

Lombardo, Linda
Some Implications of Research in Second Language Acquisition for Foreign Language Teaching.
PUB DATE - Apr 90
NOTE - 13p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Language Research; *Linguistic Theory; Research Utilization; Second Language Instruction; Second Language Learning; *Second Languages; *Theory Practice Relationship

On the continuum along which theories of first and second language acquisition are located, the two extremes represent the classic controversy of nature (nativist) vs. nurture (environmentalist), while those in the middle view language acquisition as a result of a more or less balanced interaction between innate capacities and linguistic experience (interactionist). Interactionists can be divided into two groups according to whether they give more weight to cognitive or social factors. As a rule, cognitive interactionists give more weight to the learner and thus reflect to a greater extent the influence of nativist theories, while social interactionists focus on language in communication and so are closer to the environmentalist part of the continuum. An examination of these approaches provides a framework for evaluating some of the major research findings in second language acquisition as they relate to classroom foreign language teaching. Based on research findings, it is now recognized that certain properties of second and foreign language acquisition are immune to environmental differences. Nonetheless, the environment plays an essential role in determining how much and how quickly learners learn. Therefore, language learning must be viewed as the outcome of the interaction of experience with the cognitive, linguistic, and social systems. (42 references) (MSE)

ED 330 214 FL 019 115

Kitao, Kenji
Teaching Culture in Foreign Language Instruction in the United States.

PUB DATE - Feb 91
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Journal Articles (080)
DESCRIPTORS - Bilingual Education; Cultural Background; *Cultural Education; *Educational History; Elementary Secondary Education; Higher Education; Intercultural Communication; Language Teachers; *Second Language Instruction; Second Language Learning; Second Language Programs
IDENTIFIERS - *United States

Culture was not considered significant in foreign language instruction until the direct method was introduced at the end of the nineteenth century. By the 1970s, language teachers came to realize that language was deeply rooted in culture and could not be separated from it. International understanding has been emphasized in foreign language instruction in the United States in this century, as a means of recognizing the universals in human

ED 330 233 FL 800 325

Marshall, Judith; And Others
Training for Empowerment: A Kit of Materials for Popular Literacy Workers Based on an Exchange among Educators from Mozambique, Nicaragua, and Brazil.
Doris Marshall Inst. for Education and Action, Toronto (Ontario).; International Council for Adult Education, Toronto (Ontario).; Mozambique National Directorate of Adult Education, Maputo.
PUB DATE - 91
NOTE - 103p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adult Basic Education; Adult Education; *Adult Literacy; Classroom Techniques; Comics (Publications); *Developing Nations; Elementary Secondary Education; Foreign Countries; Games; Instructional Materials; *International Educational Exchange; *Literacy Education; Role Playing; *Teacher Educator Education
IDENTIFIERS - Brazil; Latin America; Mozambique; Nicaragua

This kit of materials, designed for trainers of adult literacy teachers, attempts to capture the experience of five adult literacy workers from Mozambique on a study tour of Nicaragua and Brazil, and to introduce the user to the concept, methodology, and tools of "popular literacy." The kit both reports an experience and offers a set of resources, but is not intended as a teacher training curriculum. The materials consist of a users' guide, background documents, activities and tools for popular literacy workers, and information on available resources. The background documents include articles on southern-hemisphere educational exchanges as an approach to staff training, an address to adult educators about popular education in Latin America, and education and the struggle for popular power in Mozambique. Nine activities and tools for classroom use are contained in the kit, including games, role-plays, a sociodrama, a text, a comic book, methodological guides, and descriptions of participatory techniques. The resource section contains documentation on popular education methodology and experiences, and a list of groups contacted during the exchange program. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 330 234 HE 022 870

Stanley, Manfred; And Others
The American University as a Civic Institution.
Ohio Wesleyan Univ., Delaware. Arneson Inst.
PUB DATE - 89
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Citizen Role; Citizenship; *Citizenship Education; General Education; Higher Education; Universities

This Civic Arts Review issue contains an essay by Stanley Manfred titled "The American University as a Civic Institution" which identifies some of the features which have made the contemporary American university a civic institution with important civic functions, and identifies some of the societal contradictions which impede recognition and perfomance of the university's civic functions. Responses to the essay are by Benjamin Barber, Harry Boyte, John W. Cooper, Suzanne Morse, Bernard Murchland, and Carl

ED 330 253 HE 024 340

Speech-Language-Pathology and Audiology Handbook. Revised.
New York State Education Dept., Albany. Office of the Professions.
PUB DATE - Nov 90
NOTE - 96p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Accreditation(Institutions); *Audiology; *Certification; Check Lists; Curriculum Design; Discipline Policy; Drug Abuse; Higher Education; *Language Handicaps; Professional Education; Records(Forms); *Speech Handicaps; *Speech Therapy; State Boards of Education; State Legislation; State Licensing Boards; *State Standards
IDENTIFIERS - New York; *Professionalism

Developed as a reference guide, this handbook contains the text of laws, rules and regulations of the State of New York Department of Education governing speech-language pathology and audiology practice in the state. An introductory section provides an overview of professional regulations in New York, describing aspects such as professional education, the role of state professional boards, access of minorities to the professions, professional licensing services, professional assistance programs, professional discipline, and state assistance for professionals abusing alcohol and other drugs. The second section contains licensure requirements and application instructions. The third section consists of checklists and application forms for speech-language pathology and audiology licensure applicants. Subsequent sections address various topics, including education law; commissioner's regulation for curricula and practice; rules of the Board of Regents pertaining to disciplinary proceedings in the professions; professional conduct and misconduct; the committee on the professions; and guidelines for evaluating applicant's experience. Listings of registered and accredited programs by both the New York State Education Department and the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA) are also included. (LPT)

ED 330 254 HE 024 341

College and University Employees, New York State, 1989-1990.
New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.
PUB DATE - 91
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Contracts; *Employment Patterns; Full Time Faculty; Higher Education; Institutional Characteristics; Part Time Employment; *Private Colleges; *Proprietary Schools; *Public Colleges; *School Personnel; State Surveys; Two Year Colleges
IDENTIFIERS - City University of New York; *New York; *Noninstructional Staff; State University of New York

Numerical data on employees in higher education in New York State include: (1) the number of full- and part-time employees by occupational activity (executive/administrative/ managerial, instructional, professional, and nonprofessional) and

ED 330 274 HE 024 362

Coburn, Mary Biittner
The Campus Volunteer Center: Mission, Models and Strategies.

PUB DATE - Mar 91
NOTE - 30p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Colleges; Higher Education; Models; Organizational Objectives; *Program Development; *Program Implementation; Student Participation; *Student Personnel Services; Student Volunteers; Student Welfare; Universities

The purpose of this paper is to provide information to practitioners who are establishing and implementing volunteer programs on their campuses. First, the historical and contemporary roots of civic participation by students in American higher education is explored in three historical phases: (1) higher education as preparing an elite group of men for service in the secular and religious life of the new nation; (2) higher education's post-Civil War development of specialized academic disciplines; and (3) the current concentration on developing and training experts rather than producing generally educated people. Next, the paper examines the types of volunteer programs currently found on college campuses. This is followed by a discussion of the essential components that make up a model volunteer program in higher education, including: the need for collaboration and communication between the institution and community agencies; financial support from the college, and ideally, the community; comprehensive training and support for participating college students; and program goals that acknowledge the importance of personal growth for the students as well as those who are being helped. Finally, the paper discusses 2 stages of assessment that are necessary in order to implement a volunteer program, and concludes by listing 10 characteristics of an effective service-learning volunteer program. Contains 28 references. (GLR)

ED 330 275 HE 024 363

Jolly, E. Ann; May, Dennis H.
Suggestions for Assessment of the Campus Racial/Ethnic Climate: A Coordinated Campus Self-Study.

PUB DATE - 90
NOTE - 11p.; Paper presented at the Annual Meeting of the American Psychological Association (98th Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *College Environment; Cultural Differences; *Educational Environment; Ethnic Groups; Higher Education; Leadership; Minority Groups; *Multicultural Education; *Research Design; Research Methodology; *Self Evaluation (Groups)
IDENTIFIERS - Diversity (Student); University of Illinois Urbana Champaign

This paper is a proposal to the University of Illinois at Urbana-Champaign on ways to evaluate its environment for multicultural living and education. The paper begins by discussing the nature and definition of a multicultural society in higher education and the nation and minority population trends into the

ED 330 292 HE 024 380

Optimizing Health Care for Foreign Students in the United States and American Students Abroad.

American Coll. Health Association, Evanston, Ill.; National Association for Foreign Student Affairs, Washington, D.C.

SPONS. AGENCY - United States Information Agency, Washington, D. C.

PUB DATE - 89

NOTE - 56p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS - Acquired Immune Deficiency Syndrome; Data Collection; *Foreign Students; Health Insurance; *Health Services; Higher Education; Immunization Programs; Intercultural Communication; Orientation; Professional Associations; Program Administration; *Study Abroad

This workbook is organized around 15 guidelines for improving health care for foreign students in the United States and U.S. students abroad. Each guideline is described in a chapter followed by self-assessment questions enabling the evaluation of the adequacy of campus health programs. Each chapter concludes with an invitation to outline goals and objectives for future improvement. Chapters have the following titles: (1) "Creating a Network for Collaboration"; (2) "Understanding Cultural Differences"; (3) "Promoting Health Awareness"; (4) "Improving Orientation Programs"; (5) "Overcoming Challenges in Health Care for Foreign Students" (tropical medicine, immunization and tuberculosis policies and protocols, hepatitis B care, dental and eye care, gynecological care, nutrition, sexually transmitted diseases and Acquired Immunodeficiency Syndrome, and health promotion and prevention); (6) "Encouraging Student Participation in the Health-Care System"; (7) "Integrating Cultural Beliefs into Health Care for Foreign Students"; (8) "Overcoming Language and Communication Difficulties"; (9) "Understanding the Special Needs of Foreign Women"; (10) "Facilitating Health Care for Dependents"; (11) "Encouraging Adequate Health Insurance Coverage"; (12) "Preparing Students for Reentry"; (13) "Preparing U.S. Students for Study Abroad" (orientation, health-care and student-health services abroad, culture shock and reentry, policies on immunizations, tuberculosis and Human Immunodeficiency Virus testing, travel clinics, and health insurance); (14) "Implementing Data Collection and Research on Foreign-Student Health Needs and Services"; and (15) "Enrichment Through Professional Associations." A list of associations, publications and other resources are described in a final section. (JB)

ED 330 293 HE 024 381

Graduate Students from Developing Countries in U.S. Science Departments. A Handbook for Department Chairs and Faculty Members.

American Association for the Advancement of Science, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.

SPONS. AGENCY - Agency for International Development (IDCA), Washington, DC.

PUB DATE - 83

NOTE - 25p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Guides/Methods/Techniques (For Practitioners) -

ED 330 313 IR 014 930

ITV: Television Goes to School. Instructional Television Building Coordinator's Guide, 1990-91.
South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE - 90
NOTE - 63p.; For the 1988-89 guide, see ED 306 942.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Check Lists; Computer Assisted Instruction; Computer Software; *Copyrights; Curriculum Development; Educational Radio; *Educational Television; Elementary Secondary Education; Equipment Maintenance; Evaluation Criteria; Inservice Teacher Education; Microcomputers; *Programing (Broadcast); *Scheduling; State Programs; *Time Management
IDENTIFIERS - *South Carolina

Designed to help instructional technology building coordinators with the integration of television, radio, and computer resources into their schools' curricula, this guide/calendar is designed for use throughout the year as a scheduling aid and reference manual. The first of two major sections covers approximately 35 topics, including the following major areas: how comprehensive planning ensures effective use of instructional technology; suggested resource allocations for grades Pre-K through 6; inservice planning; a list of utilization consultants; tasks to be performed for each segment of the academic year (checklists); elements contributing to the success of instructional television; procedures to check when equipment malfunctions; purchasing, maintenance, and safety precautions for television sets and VCRs; off-air taping for classroom use; physical considerations for using instructional television; copyright restrictions, guidelines, and programming for school personnel; scheduling television set use; computers and instructional technology; district policy on software copyright; and copyright amendments relevant to microcomputer software. The second part is a calendar for the academic year 1990-91 which lists the names of educational television programs and the times they are on the air each month. Reminders are pre-printed for holidays and for various state department functions. A 6-item annotated bibliography on educational television is included. (DB)

ED 330 314 IR 014 931

Instructional Television in South Carolina: 1958-1990.
South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE - 90
NOTE - 36p.; For a report covering 1958-1988, see ED 306 943. Photographs may not reproduce well in paper copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Historical Materials (060)
DESCRIPTORS - Educational History; *Educational Radio; *Educational Technology; *Educational Television; Elementary Secondary Education; Publications; *Public Schools; Staff Development; *State Departments of Education
IDENTIFIERS - *South Carolina

This report reviews the 32-year history of the provision of instructional television by the South Carolina Department of Education's Office of Instructional Technology and the South

ED 330 334 IR 053 368

Feasibility Study for an Automated Library System. Final Report.
Beaumont and Associates, Inc.
SPONS. AGENCY - Newfoundland Public Library Services, St. John's.
PUB DATE - 89
NOTE - 100p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Computer Software Selection; Databases; Evaluation Methods; *Feasibility Studies; Foreign Countries; *Information Technology; *Integrated Library Systems; *Library Automation; Library Networks; Library Planning; Library Research; *Library Services; Needs Assessment; Online Catalogs; *Public Libraries
IDENTIFIERS - Newfoundland

This study was initiated by the Newfoundland Public Library Services (NPLS) to assess the feasibility of automation for the library services and to determine the viability of an integrated automated library system for the NPLS. The study addresses the needs of NPLS in terms of library automation; benefits to be achieved through the introduction of automation; automation requirements and costs; cost of automating in relation to potential cost savings; staffing requirements for automation; and a recommended approach to automation. The report focuses on the following areas: (1) needs analysis (headquarters, technical services department, provincial reference and resource library, St. John's City (Newfoundland, Canada) libraries, regional libraries, books-by-mail); (2) functional requirements for the application software; (3) system options (technical requirements, software options, microcomputer equipment, estimated costs); (4) database creation and management (existing machine-readable records, options for catalogue maintenance with the integrated library systems, issues affecting the decision, estimated costs); (5) management of an automated library system (staffing, training, estimated costs); (6) the costs and benefits of library automation (quality of service to NPLS clientele, networking, efficiency, accuracy and timeliness of library routines, management information, cost-benefit analysis); and (7) a system development strategy and implementation plan. Conclusions and recommendations are provided in addition to tables and appendices related to the topical issues addressed in this report. (MAB)

ED 330 335 IR 053 467

Volunteer Recording Program Manual.
Arizona Braille and Talking Book Library, Phoenix.
SPONS. AGENCY - Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE - 90
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Audiotape Recordings; Guidelines; Library Services; Occupational Information; *Production Techniques; Public Libraries; *Talking Books; Visual Impairments; *Volunteers
IDENTIFIERS - National Library Service for the Blind

This manual for volunteers begins with a brief introduction to Arizona's Library for the Blind and Physically Handicapped, which is one of 56 libraries appointed by the Librarian of Congress to provide public library service to persons with visual or physical impairments. Introductory materials include explanations of the

ED 330 353 IR 053 517

Cramer, Michael D.
Travel Policies in ARL Libraries. SPEC Kit 161.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE - Feb 90
NOTE - 122p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - General (020)
DESCRIPTORS - *Academic Libraries; Budgeting; Career Development; Conferences; *Financial Policy; *Financial Support; Higher Education; *Librarians; Library Surveys; Professional Associations; *Travel

This kit examines the methods and policies currently used to provide travel funding for academic librarians. The results of a survey of Association of Research Libraries (ARL) libraries (n=73) conducted in Fall 1989 are presented as well as examples of travel policies and guidelines submitted by the following respondents: the Universities of Alabama, California (Irvine), Cincinnati (Ohio), Florida, Iowa State, Johns Hopkins (Maryland), McMaster (Ontario, Canada), Miami (Florida), Syracuse (New York), Tennessee at Knoxville, Wisconsin at Madison, Yale (Connecticut), and the State University of New York at Albany. The kit also includes charts which detail the travel funding process within the organization, innovative proposals for handling travel funding, travel funding request forms, and budget outlines. Funding sources, the allocation criteria (i.e., the key elements in the decision process for funding travel and the types of expenses which are reimbursable) as well as issues and trends affecting professional and career development are identified. The survey drew a distinction between travel required to promote or improve job-related skills ("professional development") and travel undertaken to attend conferences ("career involvement"), and the results show that all responding institutions provided some level of support for both types of travel. In addition, the strongest similarities among institutions exist in the accumulation and initial allocation of funds; the strongest diversity is in the actual allocation processes. (MAB)

ED 330 354 IR 053 518

Brancolini, Kristine
Audiovisual Policies in ARL Libraries. SPEC Kit 162.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE - Mar 90
NOTE - 148p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - General (020)
DESCRIPTORS - Academic Libraries; *Audiovisual Aids; Higher Education; *Library Collection Development; Library Materials; *Library Services; Library Surveys; *Nonprint Media

The Systems and Procedures Exchange Center (SPEC) surveyed 108 Association of Research (ARL) member libraries in the spring of 1990 to obtain information on their collections of audiovisual materials and related support services. This SPEC kit provides the survey results and identifies factors related to the development of audiovisual (AV) collections and services. In addition, the kit contains examples of brochures and fact sheets, circulation and

ED 330 373 IR 053 582

Schamber, Linda
The Role of Libraries in Literacy Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; Educational Needs; Federal Legislation; *Illiteracy; *Library Role; *Library Services; *Literacy Education; National Organizations; National Programs; Research Needs; State Libraries
IDENTIFIERS - ERIC Digests

Noting that one of the three major themes for the 1991 White House Conference on Library and Information Services is the role of the library in literacy education, this digest begins by describing how national awareness of the problem has led to legislation, both at the state and federal level, to fund new literacy programs and expand existing ones. Two examples of federal legislation are briefly described: the National Literacy Act (U.S. Senate) and Literacy for All Americans (U.S. House of Representatives). A compromise bill was developed by a joint committee in 1990, but was not voted into law. Also in 1990, the Library Services and Construction Act (LSCA) was reauthorized, with suggestions for increased appropriations. Two new literacy organizations that focus on the needs of special groups are also noted: the Barbara Bush Foundation for Family Literacy, and the National Center for Family Literacy. The results of a national forum on literacy for state libraries held in May 1990 are briefly summarized, and four priorities recommended by this forum for consideration at the White House Conference are given. It is also noted that research is needed to provide current data on the extent of illiteracy and comparable data on the effectiveness of different literacy programs, as well as to reach agreement on the fundamental meaning of the term literacy. The digest concludes with an overview of the types of support for literacy education efforts provided by libraries, including the provision of teaching resources, literacy classes, and targeting groups at risk for literacy-related problems. (5 references/4 additional readings) (MAB)

ED 330 374 JC 910 036

Hispanic Association of Colleges and Universities Annual Report, September 1990.
Hispanic Association of Colleges and Universities, San Antonio, TX.
PUB DATE - Sep 90
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Academic Achievement; College Students; Doctoral Degrees; Educational Legislation; *Enrollment Trends; Higher Education; *Hispanic Americans; *Institutional Characteristics; Institutional Cooperation; *Minority Groups; Minority Group Teachers; Postsecondary Education; Private Financial Support; *Professional Associations; Two Year Colleges; Universities

The Hispanic Association of Colleges and Universities (HACU) is a

ED 330 390 JC 910 174

A Strategic Plan for Texas State Technical Institute.
Texas State Technical Inst., Waco.
PUB DATE - 25 Mar 91
NOTE - 63p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS - *College Planning; *Economic Development; Economic Factors; Institutional Cooperation; *Labor Force Development; Long Range Planning; Mission Statements; *Needs Assessment; Public Opinion; Resource Allocation; *School Business Relationship; Student Recruitment; *Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS - *Strategic Planning; Texas State Technical Institute

Following two decades of growth, both enrollment and funding at the Texas State Technical Institute (TSTI) have declined sharply over the last 5 years. In April 1989, the TSTI initiated a strategic planning process incorporating a strategy based on meeting a clearly recognized and understood public need that is within the role, scope, and mission of TSTI. The planning process included meetings and interviews with business and industry leaders which revealed that, aside from the lack of capital, the shortage of quality technicians was the single most critical problem limiting their ability to expand present operations and open new facilities in Texas. To address this problem, and to help assure the future success of TSTI and the economic well-being of Texas, six strategic planning goals were identified: (1) maintaining and increasing quality through exemplary technical programs; (2) providing statewide student access to TSTI programs through distance learning, the enrollment of special population groups, and the development of instructional alternatives for worker retraining; (3) establishing an articulated technical education and training system with secondary schools and four-year colleges; (4) maintaining an educational delivery system supportive of Texas economic development; (5) creating a management structure and culture supportive of responsive decision making; and (6) pursuing resource attainment and image development for institutional "world class" status. This strategic planning report includes an examination of the Texas economy and its role in international trade, reviews TSTI assets, profiles its students, reviews the institutional mission, lists programs offered, and includes a 62-item bibliography. (JMC)

ED 330 391 JC 910 175

Clagett, Craig A.
A Measure of Student Success: First-Time Full-Time Students Four Years After Entry. Report RB91-6.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE - Apr 91
NOTE - 22p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Academic Achievement; Academic Persistence; Accountability; *College Transfer Students; Community Colleges; Comparative Analysis; Educational Assessment; *Educational Attainment; Higher Education; Longitudinal Studies; *Outcomes of Education; State Norms; Student Characteristics; Two Year

ED 330 407   JC 910 196

Ramer, Maureen H.
Community College/High School Articulation in California: 2   2 Program Definition and Barriers to Implementation.
California Community Coll. Administrators of Occupational Education.
PUB DATE - Mar 91
NOTE - 28p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Administrator Attitudes; *Articulation (Education); *College School Cooperation; Community Colleges; Curriculum Development; Delphi Technique; High Schools; *Program Implementation; Secondary School Curriculum; Two Year Colleges; *Vocational Directors; *Vocational Education
IDENTIFIERS - *California

In community college/high school 2   2 programs, a four-year program of technical training is begun in the last two years of high school and continued through two years of community college. In spite of a growing interest in such programs, current efforts have been limited to course articulation in which prerequisites for two-year college courses are taken in high school, rather than actual program articulation in which a sequence of courses are developed which can be undertaken by students beginning in high school. In 1989, a two-part study of community college/high school articulation was conducted in California. The first phase of the study sought to determine how 2   2 programs are defined and what their components are. This phase of the study brought together a panel of 10 vocational educators and administrators from the secondary and post-secondary levels and, using the Delphi consensus technique, examined opinions concerning the purpose, eligible participants, curriculum, credits, and time-frame for a 2   2 program. The second phase examined barriers to implementing such programs identified in surveys completed by 63 vocational instructional administrators. These barriers included the following: (1) difficulties in effectively informing parents and students of the existence and benefits of such programs; (2) the lack of funds to provide released time for planning and curriculum development; and (3) current state regulations that limit a community college to using credit by examination as the mechanism for granting college credit for articulated courses. In addition, it was found that perceptions of barriers were greater among the respondents less experienced with such programs. A list of eight recommendations emerging from the study, and the names of Delphi panel members and participating institutions are included. (JMC)

ED 330 408   JC 910 197

Los Angeles Community College District Annual Report, 1990.
Los Angeles Community Coll. District, Calif.
PUB DATE - Feb 91
NOTE - 38p.; Document contains photographs which may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS - Annual Reports; Budgets; *Community Colleges; *Enrollment; *Enrollment Trends; Grants; *School Activities; School Demography; School Districts; School District Spending; Student Characteristics; Student Educational Objectives; Two Year Colleges

ED 330 424 PS 018 976

Colclough, Christopher; Lewin, Keith
Educating All the Children: The Economic Challenge for the 1990s.
SPONS. AGENCY - United Nations Children's Fund, New York, N.Y.
PUB DATE - 89
NOTE - 182p.; Contains faint type and reduced-size statistical tables.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Cost Estimates; *Developing Nations; *Educational Development; Educational Finance; Educational Improvement; *Educational Policy; Educational Trends; Elementary Secondary Education; Global Approach

One tragic consequence of recession, debt, and adjustment has been that many countries are now further from the goal of providing a primary school place for each eligible child than they were a decade or more ago. This paper demonstrates the ways in which this trend can be reversed and identifies the conditions necessary for achieving primary schooling for all children by the end of the century. The main policy instruments available to expand access in the context of fiscal restraint are assessed. Lessons of promising reforms are drawn from country case studies and the wider research literature. It is estimated that the total additional recurrent costs of achieving schooling for all by the year 2000 would, in the absence of policy reforms, amount to 58 billion dollars. The greater part of these costs could be accommodated by developing countries provided three conditions were met. First, governments would need to introduce policies to reduce costs and mobilize additional resources to finance expansion. Second, some restructuring of expenditures--in particular from military budgets toward education--would be required. Third, a return to economic growth in Africa would need to take place. If the above conditions were met, the financing gap that remained could be closed by transfers of between 1 and 1.3 billion dollars per year from 1990 to 2000. Forty-one references are included. (RH)

ED 330 425 PS 018 986

Pathak, Yogini; Mankodi, Hina
An Experimental Project on Energy Education for Rural Women, Primary School Children and Teachers Report.
Maharaja Sayajirao Univ. of Baroda (India).
PUB DATE - Mar 89
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Education; Alternative Energy Sources; *Conservation Education; Cooking Instruction; Developing Nations; *Elementary School Students; Elementary School Teachers; *Energy Education; Foreign Countries; Intermediate Grades; Junior High Schools; *Rural Development; *Rural Education; Rural Population; Solar Energy
IDENTIFIERS - India (Gujarat); *Rural Women

One of the University of Baroda's (India) Rural/Tribal Block Placement Program's major aims during the year 1988-89 was to develop energy consciousness in women, primary school children and teachers. An experimental project was designed for a rural Indian

ED 330 445 PS 019 435

Underwager, Ralph; Wakefield, Hollida
How To Avoid Secondary Victimization in Child Sexual Abuse Investigations.

PUB DATE - 20 Oct 90
NOTE - 6p.; Paper presented at the Annual Conference of the National Council for Children's Rights (5th, Arlington, VA, October 20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Child Abuse; Guidelines; *Investigations; *Sexual Abuse; *Victims of Crime
IDENTIFIERS - *Secondary Victimization

The investigation and adjudication of cases of alleged sexual abuse of children can cause as much or more trauma to a child as the sexual abuse itself. Such secondary victimization may occur when children are subjected to repeated interviews, questionable techniques, intrusive physical examinations, inappropriate reactions and overreactions by adults, ill-advised sexual abuse therapy, removal from home, or disruption of relationships with family and friends. In many cases, the young person becomes a victim only because grown-ups expect him or her to become a victim. This paper offers a discussion of ways to minimize secondary victimization in cases of alleged sexual abuse. It is recommended that investigators: (1) minimize the risk of identifying a nonabused child as abused; (2) not remove the child from home unless absolutely necessary; (3) interview the child somewhere other than the child's school; and (4) carefully assess the child before placing her or him in sexual abuse therapy. (RH

ED 330 446 PS 019 436

Seltzer, Dianne A.
Assessment and Early Childhood Education.
Chapter 1 Rural Technical Assistance Center, Overland Park, KS. Region 4.; Research and Training Associates, Inc., Overland Park, KS.
SPONS. AGENCY - Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE - 89
NOTE - 43p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Check Lists; *Early Childhood Education; *Evaluation Methods; Guidelines; Kindergarten; *Literacy; *Reading Readiness; Resource Materials; *School Readiness
IDENTIFIERS - *Emergent Literacy; *Literacy Assessment

This document collects technical resources for assessing literacy among young children and the literacy environments of early childhood programs. Contents include: (1) a checklist for assessing the literacy environments of kindergartens; (2) an article on assessment and early literacy; (3) a discussion of basic aspects of the formal and informal assessment of young children in early childhood programs; (4) a matrix for delineating and comparing text characteristics; (5) a guide for observing role-playing behavior; (6) guidelines for conducting a listening

ED 330 467 PS 019 517

Zeldin, Shepherd
Organizational Structures and Interpersonal Relations: Policy Implications for Schools Reaching Out.
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY - J.M. Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Leon Lowenstein Foundation, New York, NY.; Pacific Gateway Association for the Education of Young Children.
PUB DATE - Aug 90
NOTE - 46p.; Also sponsored by the Aaron Diamond Foundation. For other publications in the Schools Reaching Out series, see ED 318 817, ED 321 907, and PS 019 515-516.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Administrator Role; Community Involvement; Educational Change; Educational Policy; Educational Practices; Elementary Education; Elementary Schools; *Family School Relationship; Low Income Groups; Middle Schools; Organizations (Groups); Parent Participation; Principals; *Program Implementation; *School Community Relationship; *School Restructuring; Teacher Attitudes; Urban Schools
IDENTIFIERS - *Partnerships in Education; School Culture; Schools Reaching Out Project

Based on visits to 11 schools in 6 urban areas across the country, this article describes the perspectives and behavioral responses of school staff to "reaching out" policies that lead schools to form partnerships with parents and community organizations for the purpose of enhancing children's development and academic achievement. All of the schools were members of the Institute for Responsive Education's League of Schools Reaching Out and served many children from poverty areas. A brief introduction is followed by sections concerning: (1) policy implementation in three districts; (2) policies and organizational structures; (3) the principal as intermediary; (4) school culture and shared decision-making; (5) interactions among teachers and parents; and (6) policy implications related to structures and interpersonal relations. Findings indicated that sustained attention over a relatively long period of time is required for the formation of working partnerships among schools and parents. Reaching out programs are dependent on process, and the school principal is the key actor in the implementation of policies. Implementation ultimately depends on the degree to which teachers can reach out to parents in ways that facilitate participation. Citations number 23. (RH)

ED 330 468 PS 019 520

Clyde, Margaret; Rodd, Jillian
A Code of Ethics for the Early Childhood Field in Australia.

SPONS. AGENCY - Melbourne Univ. (Australia). School of Early Childhood Studies.
PUB DATE - Apr 91
NOTE - 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Child Caregivers; *Codes of Ethics; *Day Care; Early Childhood Education; Foreign Countries; National Surveys;

ED 330 489 PS 019 579

App, Marie
Families and Education: An Educator's Resource for Family Involvement.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE - 91
NOTE - 93p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Communication Skills; Elementary School Teachers; Elementary Secondary Education; *Family School Relationship; Guidelines; Parenting Skills; *Parent Participation; Parents; Parents as Teachers; Resource Materials; Secondary School Teachers; Teacher Improvement; *Teacher Participation
IDENTIFIERS - *Family Communication

This handbook for educators offers guidance on ways to understand parents, parent-teacher communication, the process of reinforcing classwork at home, ways to support family communication, and resources. Contents offer: (1) practical tips and strategies designed to help educators develop communication skills for use in working with families; (2) suggestions on ways to encourage families to participate in school activities and develop learning activities at home with their children; (3) parents' comments about what they would consider most beneficial for the process of helping their children learn; (4) over 30 items that teachers and administrators can reproduce to help parents learn parenting skills and facilitate children's growth and development; (5) home/school communication assessment for educators and families; and (6) strategies for dealing with sensitive communication issues. Strategies can be used to help families create supportive home environments. Forms included in the handbook may be duplicated and sent home with students, distributed at meetings, handed out to staff, or otherwise disseminated. (RH)

ED 330 490 PS 019 580

Staaland, Elaine; Lader, Catherine
Assistant Child Care Teacher: A Teacher's Guide.
Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.; Wisconsin Univ. - Stout, Menomonie. School of Home Economics.
PUB DATE - 90
NOTE - 208p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Child Caregivers; Curriculum Guides; Day Care; Early Childhood Education; Educational Quality; *High School Students; *Learning Activities; Secondary Education; Secondary School Curriculum; State Programs; *Teacher Education; Units of Study
IDENTIFIERS - *Assistant Child Care Teachers; *Wisconsin

This publication is a guide to Wisconsin's 40-hour high school course for assistant child care teachers. A total of 11 units describe: (1) the child care industry and the services it provides; (2) the arrangement of space and provision of equipment; (3) children's development from birth through 8 years of age; (4) techniques for interacting appropriately with children; and (5) the importance of developmentally appropriate classroom activities, safety, health, first aid, proper nutrition, positive

ED 330 510 RC 018 056

Schwartz, Wendy, Ed.; Howley, Craig, Ed.
Overcoming Risk: An Annotated Bibliography of Publications Developed by ERIC Clearinghouses.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jan 91
NOTE - 104p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Academic Failure; Bilingual Education; Compensatory Education; Disabilities; Disadvantaged Environment; *Disadvantaged Youth; Dropouts; *Educational Change; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Identification; Limited English Speaking; *Minority Groups; Poverty; Rural Education; Urban Education; Vocational Education

This publication contains two essays and an annotated bibliography of publications about risk. The entries in the bibliography were produced by the various clearinghouses in the ERIC system. The first essay, "Who Is at Risk? Definitions, Demographics, and Decisions," by Aaron M. Pallas, categorizes personal, family, and environmental factors that may place children at risk. Pallas presents demographic data on the distribution and size of the at-risk student population. He recommends reforms to mitigate the effects of risk and forecasts a growth of the at-risk population. The second essay, "On Being at Risk," by Jack L. Frymier and Neville L. Robertson, presents a working definition of risk ("risk of failure in life") and discusses the way in which individual differences influence particular students' responses to risk. The essay describes initial efforts at constructing a scale or index to identify risk. The discussion includes an examination of questions about the availability and confidentiality of data that bear on the conception of risk assumed in the scale. The bibliography includes 136 ERIC publications that appeared between 1986 and 1990, and that respond to a wide range of concerns of educators and other professionals working with at-risk students. Publications are listed alphabetically by author's name with a subject index. A description of the ERIC system and a list of ERIC clearinghouses is also included. (KS)

ED 330 511 RC 018 057

Pollard, Joyce S.; Rood, Magdalena M.
School-Linked Services for At-Risk Youth and Their Families: Trends in State Agencies.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Nov 90
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Ancillary School Services; At Risk Persons; Children; *Delivery Systems; Disadvantaged Youth; Elementary Secondary Education; *Family Programs; *High Risk Students; *Human Services; *State Agencies; Surveys

ED 330 530 RC 018 083

Clinton, Barbara; And Others
Against the Odds: Parenting in Disadvantaged Communities.
Vanderbilt Univ., Nashville, TN. Center for Health Services.
SPONS. AGENCY - Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE - 1 Nov 90
NOTE - 49p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Education; *Child Rearing; Counselor Client Relationship; *Economically Disadvantaged; Educationally Disadvantaged; Family Programs; *Lower Class Parents; One Parent Family; *Parent Education; Poverty; *Poverty Areas; Role Models; Rural Areas; Unemployment; Welfare Recipients
IDENTIFIERS - Appalachia; Kentucky; Tennessee; Virginia; West Virginia

This report discusses the results of a qualitative evaluation of the Maternal Infant Health Outreach Worker (MIHOW) project which served over 500 low-income women from 1982 through 1990. The MIHOW project provides outreach services to low-income families in rural communities in Tennessee, Kentucky, Virginia, and West Virginia. Working in partnership with Vanderbilt University, locally based community organizations provide training and supervision to local women leaders, all of whom are uniquely qualified to support their peers and to implement high quality child development services. Forty-six participants responded to open-ended questions which were defined through focus groups. The report describes the poverty of the participants and their lack of education, health care, and employment. The extended family is often a source of support for mothers, but if the mother is unmarried, she is often rejected by her family. Although fathers are not active in the program, they show some interest in becoming involved. The MIHOW worker is able to develop and maintain a relationship with the client because of a shared history, sound information, confidentiality, and a warm personality. The MIHOW project has impacted participants in the following ways: (1) combatting isolation and loneliness; (2) developing a relationship with a caring person (the MIHOW worker); (3) fostering assertiveness; (3) improving self-esteem and goal setting; (4) making sounder health decisions for both mother and child; (5) improving children's skills; and (6) helping parents to gain insights into their children's behavior. Recommendations focus on relationships between workers and mothers, education and work needs, and additional group sharing meetings for participants. Numerous black and white photographs illustrate the text. Study questions are appended. (KS)

ED 330 531 RC 018 084

Charging, Marilyn
Title V-C Indian Education Program Tutor Handbook.
Sioux City Public Schools, IA. Office of Indian Education.
SPONS. AGENCY - Office of Indian Education (ED), Washington, D.C.
PUB DATE - Oct 90
NOTE - 23p.; Document presented at the Annual Conference of the National Indian Education Association (22nd, San Diego, CA, October 11-13, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 330 548 SE 052 058

The State of Mathematics Achievement in Arizona: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, District of Columbia, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Arizona; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Arizona, 2,558 students in 102 public schools were assessed. This report describes the mathematics proficiency of Arizona eighth-graders, compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Arizona students had an average proficiency of 259 compared to 261 nationwide. Many fewer students (Arizona-10%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 549 SE 052 059

The State of Mathematics Achievement in Arkansas: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC,

ED 330 563 SE 052 073

The State of Mathematics Achievement in Louisiana: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Louisiana; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Louisiana, 2,572 students in 99 public schools were assessed. This report describes the mathematics proficiency of Louisiana eighth-graders, compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Louisiana students had an average proficiency of 246 compared to 261 nationwide. Many fewer students (Louisiana-4%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 564 SE 052 074

The State of Mathematics Achievement in Maryland: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC,

ED 330 578 SE 052 088

The State of Mathematics Achievement in Pennsylvania: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *Numeracy; *Pennsylvania; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Pennsylvania, 2,528 students in 95 public schools were assessed. This report describes the mathematics proficiency of Pennsylvania eighth-graders, compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Pennsylvania students had an average proficiency of 266 compared to 261 nationwide. Many fewer students (Pennsylvania-15%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 579 SE 052 089

The State of Mathematics Achievement in Rhode Island: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an

ED 330 595 SO 021 223

Useful Knowledge for the Nineties: A Symposium on Education and the Arts, Humanities and Sciences (Harrisburg, Pennsylvania, May 1, 1990).

Pennsylvania Governor's Office, Harrisburg. Office of the Cultural Advisor.

PUB DATE - 1 May 90

NOTE - 22p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS - Citizenship Education; Elementary Secondary Education; *Fine Arts; Futures (of Society); *Humanities; *Liberal Arts; *Role of Education; Sciences

IDENTIFIERS - Pennsylvania

Presented by the Commonwealth of Pennsylvania and focusing on education and the arts, humanities, and sciences, these proceedings present a public discourse about useful knowledge for the 1990s. Ernest L. Boyer discusses the need for students to learn to make connections by putting their learning in historical, social, and ethical perspective. David Mathews stresses that students need knowledge that goes beyond the facts. Democratic politics requires knowing what the facts mean and understanding consequences. Carolyn Reid-Wallace talks about how the United States needs to educate its citizens to understand the multi-cultural richness of the country. In addition, Reid-Wallace stresses that equal access to knowledge needs to be extended to all people. The document concludes with a series of questions asked of three presenters and their answers. (DB)

ED 330 596 SO 030 001

Melenchuk, Allan S.; Newton, John L.

Cultural Literacy in Education: A Literature Review. SIDRU Research Report No. 2.

Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.

PUB DATE - Apr 87

NOTE - 244p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)

DESCRIPTORS - Core Curriculum; *Cultural Education; Cultural Influences; *Curriculum Development; Educational Development; Educational Research; Elementary Secondary Education; Foreign Countries; Literacy Education; Literature Reviews

IDENTIFIERS - *Cultural Literacy; *Saskatchewan

This document reports on a project whose goals were: (1) to define what is meant by cultural literacy and/or social and cultural literacy; (2) to provide examples of the skills, values, processes, knowledge, and cognitive abilities associated with cultural literacy; and (3) to suggest how cultural literacy may be fitted into the new core curriculum of Saskatchewan as a Common Essential Learning or in some other appropriate form. In order to achieve these goals the relevant literature in each of the following areas is reviewed: (1) cultural literacy; (2) the impact of culture on education; and (3) "what works." Substantial reference lists are included at the end of each of the sections. (DB)

ED 330 619 SO 030 288

Baker, Rosalie F., Ed.; Baker, Charles F. III, Ed.
Great Explorers to the East.
PUB DATE - 90
NOTE - 49p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Elementary Secondary Education; Foreign Countries; Learning Activities; *Non Western Civilization; Social Studies; *World History
IDENTIFIERS - *Explorers

This issue of "Calliope," a world history magazine for young people is devoted to "Great Explorers of the East" and features articles on famous explorers of the eastern hemisphere. The following articles are included: "Ancient Egyptian Mariners"; "Alexander: The Great Reconciler"; "Marco Polo: Describing the World"; "By Water to India"; "Christopher Columbus"; and "In Search of Prester John." The magazine also includes word puzzles, a map, a timeline, and a list of reference books and additional readings, all on the special topic. (DB)

ED 330 620 SO 030 292

Brownlee, Helen; And Others
The Coalition Parties' Family Tax Package. The Australian Family Income Transfer Project. AFIT Bulletin No. 7.
Australian Inst. of Family Studies, Melbourne. Family Information Centre.
PUB DATE - Mar 90
NOTE - 45p.; For bulletin no. 8, see SO 030 293.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Child Rearing; *Day Care; *Economic Impact; Economic Research; Family Financial Resources; Family Income; *Family Programs; *Finance Reform; Financial Policy; Foreign Countries; Political Parties; *Public Policy; *Taxes
IDENTIFIERS - *Australia

The Australian Family Income Transfer Project (AFIT) is designed to examine the impact of government policies on the economic well being of Australian families. The AFIT Project uses published national statistics as well as data and information collected by the Australian Institute of Family Studies (the project's sponsor) in its own studies and surveys to assess the impact of tax and pension proposals on different family types. This bulletin, the seventh in a series, examines the impact upon families of the changes in taxation proposed in the Coalition Parties' Family Tax Package for the 1990 election. To provide a perspective, it compares the impact of the Coalition Package with the impact of an illustrative Alternative Package, which, at the same total cost, would provide additional benefits to families in the form of family allowance, child care rebate, and a new family rebate. The document contains 7 tables and concludes with a 17-item bibliography. (DB)

ED 330 621 SO 030 293

Brownlee, Helen; And Others
Taxes, Families, and the Labor Party, 1990. The Australian Family Income Transfer Project. AFIT Bulletin No. 8.
Australian Inst. of Family Studies, Melbourne. Family Information

IDENTIFIERS - *Ohio
These guidelines were prepared to provide direction toward implementing a functional instruction curriculum that leads to independence and occupational skills for Ohio's developmentally handicapped and multihandicapped students. The curriculum uses a three-part definition of adaptive behavior, involving independent functioning, personal responsibility, and social responsibility. To assist teachers with carrying out effective, functional instructional programs, the guidelines address program goals and current issues in special education programming. Specifically, the guidelines cover: definitions and key principles; the multifactored evaluation; the evaluation team report; the Individualized Education Program (IEP) process and linking assessment to IEP goals; linking courses of study and task analyses to instruction; lesson planning; and descriptions of seven adaptive behavior assessment instruments. (14 references) (JDD)

ED 330 154 EC 300 124

Binion, Mary; And Others
Supplemental Services: A Program Option for Handicapped Students in Ohio. Implementation Manual for Administrators and Teachers.
Ohio State Dept. of Education, Columbus. Div. of Special Education.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Dec 89
NOTE - 65p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Delivery Systems; *Disabilities; Educational Methods; Elementary Secondary Education; Mainstreaming; Program Administration; *Program Implementation; *Special Education; State Legislation; State Programs; State Standards; *Teacher Role; Test Wiseness
IDENTIFIERS - *Ohio
This handbook provides suggestions useful in implementing supplemental services to children with handicaps in regular classrooms in Ohio. The information is organized into two major parts: administrative considerations and teacher considerations. Administrative considerations focus on the definition of a supplemental services program, determining the need for supplemental services, number of students that can be served, involvement of the supplemental services teacher in the individualized education program process and in program review and evaluation, and impact of the multifactored evaluation. Teacher considerations include: use of students' cumulative record files; the multifactored evaluation; use of observation to identify student needs; selection of appropriate materials and equipment; cooperation with the regular education teacher; necessary classroom or school modifications; support resources and services available; and communication with other personnel. Appendices contain a list of Ohio special education regional resource centers and a description of their services; sample annual goals, instructional objectives, evaluation procedures, and criteria; required assessment areas for multifactored evaluation; program review guidelines; and test construction and test taking guidelines. (57 references) (JDD)

ED 330 155 EC 300 125

(For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adolescents; Children; Community Programs; Community Services; *Delivery Systems; *Emotional Disturbances; Family Involvement; Home Programs; *Mental Health Programs; Models; Outreach Programs; Program Descriptions; Severe Disabilities
IDENTIFIERS - Family Advocacy Project VT; Homebuilders WA; Satellite Family Outreach Program IL

This document is part of a series of monographs on community-based services for children and adolescents who are severely emotionally disturbed. The series is the product of a national study of community-based service approaches, which identified over 200 programs serving emotionally disturbed children and included visits to several programs representing a variety of service delivery approaches. This volume on home-based service approaches begins with a presentation of a model system of care, along with principles for service delivery. A literature-based discussion of home-based services is then provided, emphasizing their history, philosophy and goals, characteristics, service intensity and duration, service phases, linkages, clients, staff, resources, evaluation, and advantages and challenges. Detailed descriptions of three programs follow: Family Advocacy Project (Middlebury, Vermont); Homebuilders (Federal Way, Washington); and Satellite Family Outreach Program (Chicago, Illinois). A final section offers one-page profiles of 34 home-based service programs. References accompany the first two chapters. (JDD)

ED 330 174 EC 300 146

Goldman, Sybil K.
Crisis Services. Volume II. Series on Community-Based Services for Children and Adolescents Who Are Severely Emotionally Disturbed.
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
PUB DATE - Oct 88
NOTE - 158p.; For related documents, see EC 300 144-147.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Information Analyses/State-of-the-art Materials (070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adolescents; Children; Community Programs; Community Services; *Crisis Intervention; Delivery Systems; *Emotional Disturbances; *Mental Health Programs; Models; Program Descriptions; Psychiatric Services; Severe Disabilities
IDENTIFIERS - Adolescent Crisis Team and Respite House MA; Childrens Crisis Intervention Service NJ; Huckleberry House OH

This document is part of a series of monographs on community-based services for children and adolescents who are severely emotionally disturbed. The series is the product of a national study of community-based service approaches which identified over 200 programs serving emotionally disturbed children and included visits to several programs representing a variety of service delivery approaches. This volume begins with a presentation of a model system of care, along with principles for service delivery. A review of crisis services is then presented, focusing on: history; philosophy and goals; characteristics; variables such as hospital affiliation, integration with a larger network of services, and staffing credentials and patterns; specific services such as referrals, intake, evaluation, assessment, crisis gifted and talented program called Project EAGLE. The program focuses on lateral enrichment, higher level cognitive domain skills, creative thinking, self-directed learning, self-awareness and acceptance, and interpersonal relationships. Students complete assignments in theme-oriented booklets during regularly scheduled "seat-work" time. The Project EAGLE teacher visits students weekly to provide instruction, introduce new concepts, encourage feedback, and identify possible problem areas. Section I of the manual contains a philosophy, definition of giftedness, target population definition, and information on district policy, program goals, needs assessment, funding, program management, and general program results. Section II covers screening and identification procedures for grades 1-3 and for kindergarten. Section III on program implementation discusses scheduling, role of the classroom teachers, and timelines for implementing various program components. Section IV presents program goals and component objectives; general curriculum information with sample lessons; and a curriculum guide for each grade level listing enrichment concepts, materials/resources, and evaluation/assessment methods. The final section outlines evaluation of student performance and program evaluation. Appendixes contain a brief summary of research, sources for evaluation and curriculum materials, and various administrative forms. (JDD)

ED 330 193 EC 300 165

Merkoski, Kay
Project EAGLE (Early Academic Gifted Learning Experience): A Program for Gifted and Talented Students (Grades K-3)--Kindergarten Activity Booklets: Xanthus; Zhack; and Activity Pages H-Z.
Somers Point Public Schools, NJ.
SPONS. AGENCY - New Jersey State Dept. of Education, Trenton.
PUB DATE - 88
NOTE - 55p.; For related documents, see EC 300 164-168.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Curriculum; *Enrichment Activities; *Gifted; Kindergarten; Learning Activities; Letters (Alphabet); Poetry; Primary Education; Program Implementation; Special Programs; *Talent; *Teaching Methods; Thematic Approach

Three activity booklets are presented for implementing Project EAGLE, an enrichment program for gifted and talented kindergarten children. The first activity booklet contains a poem by J. D. Evans titled "In Search of the Xanthus," which describes the search for an imaginary beast that leaves an "X" on the spot where it used to be. The second activity booklet also contains a poem by J. D. Evans, titled "Close Encounters of the Zhack Kind," which tells the story of a creature from outer space who rearranges its shape to take on the form of a sliding board and tries to make friends with the sliding board. The booklets are printed in large-sized type with large line drawings on each page suitable for tracing or coloring. The third booklet, titled "Kindergarten Activity Pages H-Z," provides enrichment concepts, activities, and student handouts for weekly thematic projects. (The activity pages begin with the letter H because the activities are coordinated with the kindergarten curriculum and students are not identified for Project EAGLE until the regular curriculum has already completed the study of several letters.) The thematic concepts for H-Z include: hexagons, optical illusions, jellyfish, kaleidoscopes, looking closer with magnifiers, magnets, news, relations and understanding the self and the home culture. Intercultural communication requires handling the target language and having insight into the culture and society of its speakers. Cultural orientation is very important for students preparing to study abroad. The growth of bilingual/bicultural education in the United States has encouraged Americans to understand their own cultural backgrounds as well as others. Professional organizations have supported and encouraged cultural education in foreign language instruction, developing materials and including information about culture in the curriculum from the 1950s on. Beyond the benefits of enhanced international understanding, intercultural communication, and self-knowledge, additional benefits accrue to cultural education. Five pages of references are provided. (MSE)

ED 330 215 FL 019 116

Grow-Maienza, Janice
Question/Response Patterns in Indonesian Classrooms.

PUB DATE - 6 Apr 91
NOTE - 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classroom Communication; *Cognitive Processes; Comparative Analysis; Elementary Secondary Education; English; Foreign Countries; Indonesian; Language of Instruction; Language Role; *Language Styles; Middle Schools; *Questioning Techniques; *Student Reaction; Teacher Response; Uncommonly Taught Languages; Videotape Recordings
IDENTIFIERS - Blooms Taxonomy; *Indonesia
A study of question and response patterns in middle and secondary schools in Indonesia is presented. The study examines questioning from the point of view of several previous studies. Interactions in 12 classes in English and in Bahasa Indonesian were videotaped in three middle schools and three secondary schools. Analysis of the data revealed patterns showing that teachers using traditional approaches to teaching vary significantly in function, form, level, rate, and participant structures in their questioning interactions with students. Using classifications adapted from Bloom's Taxonomy of Educational Objectives in the Cognitive Domain, teachers' questions were analyzed for the level of cognitive reasoning expected in the responses. The patterns that emerged revealed sequences marking (1) transitions in teacher objectives and (2) the degree to which teachers involve students in higher order thinking. This evidence refutes assumptions that classroom interaction is marked by lower-level teacher questioning and rote echoic responses. However, it is also concluded that analysis of the level of questioning must be accompanied by analysis of the level of response received. A 53-item bibliography and 12 line graphs are included. (MSE)

ED 330 216 FL 019 117

Ramirez, J. David; And Others
Longitudinal Study of Structured English Immersion Strategy, Early-Exit and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children. Final Report. Volumes 1 and 2.
Aguirre International, San Mateo, CA.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Feb 91

Pinkele. The journal also includes: Manfred Stanley's response to his critics; an editorial titled "Political Imagination"; and a back page commentary titled "Listening to Walker Percy." (LPT)

ED 330 235 HE 023 888

Velloso, Jacques
University, Autonomy, Accountability in Brazil: A Couple of Challenges for the Decade.

PUB DATE - Mar 90
NOTE - 17p.; Prepared for the Round Table on Planning and Management for Excellence and Efficiency in Higher Education, International Congress on Planning and Management of Educational Development sponsored by UNESCO (Mexico City, Mexico, March 26-30, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Accountability; College Outcomes Assessment; Educational Change; *Educational Planning; Enrollment; Foreign Countries; *Governance; Government School Relationship; Graduate Study; Higher Education; *Institutional Autonomy; Policy; Policy Formation; Political Influences; Private Sector; Problems; *Public Colleges; Public Sector; Vocational Education
IDENTIFIERS - *Brazil; *Latin America

Planning for the higher education system in the past involved designing, implementing, and evaluating a set of envisaged policies, strategies and operational actions for the medium and long-run. In Brazil, however, this sort of planning was virtually abandoned and replaced by short-term planning, partly as a result of the interplay of political forces and political options which did not identify expansion of public schooling as a priority, and other contributory factors, such as diminishing economic growth rates and an increasing foreign debt. Policies adopted by the Brazilian government over the last two decades inadequately dealt with several problems encountered by the system, including the governance, autonomy and accountability of public universities. After an introduction, the second section reviews the evolution of higher education policies in Brazil in recent years. The third section discusses some features of the relationship between public universities and the state with regard to autonomy, governance and accountability, and the final section addresses some of the challenges that are posed by rendering public universities accountable to society. Sixteen references are included. (LPT)

ED 330 236 HE 023 889

Lillis, Kevin M.
Training for Planning and Management: Improved Management Systems in Higher Education in Developing Countries.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE - Mar 90
NOTE - 29p.; Paper Presented at International Congress of Planning and Management of Educational Development (Mexico City, March 26-30, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Change Strategies; Colleges; Developing Nations;

institutional classification (public, State University of New York, City University of New York, independent, proprietary, total four-year or more institutions and total two-year institutions); (2) number of men and women employed by occupational activity and institutional classification; (3) number of full- and part-time employees by sex, occupational activity, and sector (public, independent, proprietary); (4) trends in employment by sector and occupational activity; (5) number mean salary and tenure status of full-time instructional faculty, on 9-10 month contract, 11-12 month contract by sex and institutional classification, and by length of contract and institutional classification. (LPT)

ED 330 255 HE 024 342

College and University Degrees Conferred. New York State, 1988-89.
New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.
PUB DATE - Dec 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - Associate Degrees; Bachelors Degrees; *College Graduates; *Degrees (Academic); Doctoral Degrees; Higher Education; *Majors (Students); Masters Degrees; Professional Education; Proprietary Schools; State Colleges; State Surveys; *State Universities; Statistical Data; Two Year Colleges
IDENTIFIERS - *New York

Statistical data on degrees conferred by public and private colleges in New York State for 1988-1989 are presented, with attention to the sex of recipients, level of degree, major subject area, and the sector of the institutions (public/private, etc.). Information is reported on the following types of degrees: associate, bachelor's, first-professional, master's, and doctoral. Degree data are presented for each institution and for the following categories of institutions: total state, total public, total public regents college degrees, total State University of New York (SUNY), total City University of New York (CUNY), total independent and 10 types of independent institutions, total proprietary, total two-year, total four-year and higher, and total graduate only. The number of bachelor's and higher degrees conferred for each subject area is also specified by sector and major subject area. In addition, trend data in degrees awarded by year since 1984 are provided. (LPT)

ED 330 256 HE 024 343

Erwin, T. Dary
Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes.

PUB DATE - 91
NOTE - 229p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *College Outcomes Assessment; Data Analysis; Data Collection; *Educational Assessment; Educational Quality; Evaluation; *Evaluation Methods; Evaluation Needs; Higher Education; Learning; Needs Assessment; Outcomes of Education; Selection; *Student Development; *Student Evaluation

next century. The next issue examined concerns how well the university is doing in equipping its students, faculty, and staff to understand and function in a multicultural society. References are made to several events and approaches that have addressed the racial/ethnic climate issue. These are: (1) a chancellor's conference in 1988 that addressed the role and responsibility of the university in regard to the education of minorities; (2) a 1989 teleconference on minority recruitment and retention; (3) the development of a racial/ethnic climate assessment guide by the U.S. Justice Department; and (4) a research model that is described in the recently issued Stanford Minority Issues Committee Report. Current possibilities that exist at the university for establishing its own racial/ethnic campus self-study are examined. Finally, recommendations are provided for formulating a university self-assessment. These include the need for a central organizing role for the chancellor; comprehensiveness in the assessment goals; a broad inclusion of members of the campus community as "stakeholders" in the self-study; and the use of multiple research methods. (GLR)

ED 330 276 HE 024 364

Scheetz, L. Patrick; Gardner, Philip D.
Employment Survey of Michigan College Graduates: Report of Destinations, Average Starting Salaries, and Unemployment, 1988-89 (All Degree Levels, Minority and Teacher Certified Graduates).
Michigan State Univ., East Lansing. Career Development and Placement Services.; Michigan State Univ., East Lansing. Collegiate Employment Research Inst.
PUB DATE - Oct 90
NOTE - 66p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - *College Graduates; Comparative Analysis; *Compensation (Remuneration); Degrees (Academic); Followup Studies; Graduate Surveys; Higher Education; *Job Placement; Minority Groups; *Student Employment; Teacher Employment; Vocational Followup
IDENTIFIERS - Michigan

This reports presents information on the early career outcomes of college graduates at all degree levels, plus minority and teacher certificated graduates based on data from 28 public and independent two-and four-year colleges and universities in Michigan. The report is divided into three parts. The first section presents the data for all graduates. Compiled statistics for minorities are located in the second section. The last section covers teacher certificate graduates. A summary of the compiled statistics precedes the tables. The tables provide information on job placement results by curriculum areas, the number of degrees conferred by type of degree, and placement results by curriculum area for minorities and teachers. Contains 12 statistical tables. (GLR)

ED 330 277 HE 024 365

Stark, Joan S.; And Others
Planning Introductory College Courses: Influences on Faculty.
Michigan Univ., Ann Arbor.; National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.

Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Academic Advising; Admission Criteria; Career Guidance; *Developing Nations; Educational Background; *Faculty Advisers; *Foreign Students; *Graduate Students; Higher Education; Science Departments; *Science Education

This guide is intended to assist college faculty members working with graduate students from developing nations who may need help bridging the gap between their educational backgrounds and the requirements of graduate science programs which are primarily planned for U.S. students. Differences are noted in the pre-graduate school training of such foreign students including a highly specialized and theoretical training with heavy dependance on rote memorization and little experience with problem solving and practical laboratory skills. Since foreign students returning to their countries will most likely have to function as scientists, teachers, and managers, a broadened education including courses in business and management, summer seminars expressly for foreign graduate students, and continued professional contacts with their academic advisors are among the suggestions offered. These topics are addressed in several sections titled: "Selection"; "Communication with Admitted Students"; "Selection of Advisors: A Note to Department Chairmen"; "Some Cross-Cultural Considerations of Foreign Students: A Note to Advisors"; "Practical Training"; and "Preparation for Careers in Science in Developing Countries." Includes 29 References. (JB)

ED 330 294 HE 024 405

Equal Opportunity in Intercollegiate Athletics: Requirements under Title IX of the Education Amendments of 1972.
Office for Civil Rights (ED), Washington, DC.
PUB DATE - 91
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Athletics; *College Athletics; Colleges; *Compliance (Legal); *Educational Legislation; *Extramural Athletics; Higher Education; Intercollegiate Cooperation; *Intramural Athletics; Laws; *Legislation; Policy; Universities
IDENTIFIERS - *Title IX Education Amendments 1972

To clarify the athletic requirements contained in the Title IX regulations of the Education Amendment of 1972, this policy interpretation was designed to provide colleges and universities with more guidance on how to comply with the law. The obligations of colleges and universities are clarified in the following areas: student interests and abilities; athletics benefits and opportunities; and financial assistance. Although designed specifically for intercollegiate athletics, the general principles and compliance standards set forth in the document are applicable to several interscholastic athletic programs operated by elementary and secondary school systems. Appended is a list of 10 regional civil rights offices, their addresses and telephone numbers. (LPT)

ED 330 295 HE 024 407

The Foreign Scholar's Experience: A Concern for Quality. NAFSA Field Serivce Working Paper #1.
National Association for Foreign Student Affairs, Washington, DC.

Carolina Educational Television Network. Black and white photographs and text show the history of educational television programming and its utilization, as well as publications and staff development programs provided by the Office of Instructional Technology. A year-by-year summary of the highlights of instructional technology in the state from 1957-58 through 1989-90 concludes the report. (DB)

ED 330 315 IR 014 934

May, Charles
The American Short Story: From Poe to O. Henry. A HyperCard Application.
California State Univ., Long Beach. English Dept.
PUB DATE - 90
NOTE - 38p.; Supported by the 1989-90 Dissemination Grant from the California State University Lottery Revenue Program for Instructional Development and Technology.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Authoring Aids (Programing); *Computer Assisted Instruction; Computer Software Development; Elementary Secondary Education; English Instruction; English Literature; Higher Education; *Hypermedia; Short Stories
IDENTIFIERS - Apple Macintosh

This report describes a computer-assisted instructional application created on a Macintosh computer using HyperCard software. The instructional program is aimed at those who teach college-level English education courses and those who are planning a course on the use of technology in the English classroom. It is noted that the HyperCard software was developed to aid in teaching English literature, specifically short stories, and provides access not only to the text of the short story, but also to concepts and patterns throughout the story. The rationale behind using the Macintosh computer, the concept of hypermedia and hypertext and, in particular, the use of HyperCard on the Macintosh, are discussed. Also described is the theory of short story analysis that underlies the computer application. The report concludes with a detailed discussion of programming using the HyperCard software, and suggests a method for creating unique applications to meet the needs of individual classrooms. (DB)

ED 330 316 IR 014 935

May, Charles
Short Fiction on Film: A Relational DataBase.
California State Univ., Long Beach. English Dept.
PUB DATE - 90
NOTE - 37p.; Supported by the 1989-90 Dissemination Grant from the California State University Lottery Revenue Program for Instructional Development and Technology.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Authoring Aids (Programing); Computer Software Development; *Database Management Systems; Databases; Elementary Secondary Education; *English Instruction; Films; Higher Education; *Information Retrieval; *Information Storage; Short Stories; Thinking Skills

general policies and procedures of the volunteer program and the types of volunteer service opportunities available at the Talking Book Library. One of these opportunities is the production of recorded books and magazines, and the manual provides job descriptions for all three members of the production team, i.e., the studio narrator, who reads from a print copy of pre-selected material during a recording session; the monitor, who operates the recording equipment; and the reviewer, who provides an additional element of objective quality control in the production of audio book master recordings. The remainder--and greater part--of the manual is devoted to guidelines and advice for these volunteers, beginning with a general guide to audio book production and going on to describe more specific areas, i.e., narrating, some common reading faults, narration criteria, studio text (a form for noting pronunciation), the functions of a monitor, monitoring using the Telex 230, operating the intercom, instructions for self-monitored recordings, items that monitor/reviewers need to pay special attention to, and guidelines and suggestions for reviewers. A review sheet and list of do's and don'ts for home recording conclude the manual. (MAB)

ED 330 336 IR 053 498

Stine, Diane; Althage, Jill
Curriculum Centers as Support to Education Programs in Illinois Academic Institutions.

PUB DATE - 90
NOTE - 13p.; Paper presented at the Illinois Library Association Conference (Urbana, IL, November 8-9, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Curriculum Development; *Curriculum Study Centers; Educational Media; Higher Education; Instructional Materials; Library Automation; Library Circulation; *Library Collection Development; Library Instruction; Library Personnel; *Library Role; Longitudinal Studies; *Online Catalogs; *Program Effectiveness; Reference Services; School Surveys

This study examines the progress that curriculum centers have made since two major studies were conducted in the 1980s. The present study was limited to 14 Illinois academic institutions whose curriculum centers were surveyed to determine whether their institutional role was to serve as media holding centers or whether they constituted a major form of support for the education program. Their role was defined through the comprehensiveness of their collection composition, reference services, bibliographic instruction, and staffing. The survey results indicate the following: curriculum materials circulation has increased since the 1980s; online circulation systems have largely replaced the manual systems; collection development policies exist in all of the curriculum centers; 64% of the libraries now employ their technical services division to catalog materials by the Dewey or Library of Congress classification systems; most curriculum materials are integrated into the library's online catalog and circulation system; and many institutions indicate a willingness to dedicate resources and staff to aid in the processing and availability of materials. Based on an examination of the types of services offered by the curriculum centers, it is concluded that the institutions are providing a wide range of services to education faculty and staff. (5 references) (MAB)

ED 330 337 IR 053 499

fine policies, collection development and selection policies, and reserve policies and procedures from the following universities: Arizona, California (Berkeley), Duke (North Carolina), Hawaii (Manoa), Illinois, Indiana, Iowa, Maryland, Michigan State, New York, Northwestern (Illinois), Princeton (New Jersey), Purdue (Indiana), Rutgers (New Jersey), Stanford (California), Texas (Austin), Texas A&M, Utah, Virginia, Virginia Polytechnic, Washington, Wayne State (Michigan), and York. The results of the survey indicate whether the libraries (n=72) collect the audiovisual materials, the types of AV materials collected, the purposes of the AV collections, examples of staff allocation, budgets and expenditures, alternative means of AV materials acquisition, and AV policies and collection services. It is noted that two factors relate significantly to the development of audiovisual collections and services: libraries with a separate audiovisual staff tend to have more policies and engage more frequently in potentially money saving means of acquiring audiovisual material; and libraries with a separate audiovisual budget spent statistically higher amounts on audiovisual materials in 1988/89 than libraries without a separate budget, regardless of the size of the university or library. (MAB)

ED 330 355 IR 053 519

Brenneise, Harvey; And Others
Criteria, Policies and Procedures for Promotion in Rank and Granting of Continuous Appointment to Library Faculty.

PUB DATE - 15 Nov 90
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *College Libraries; *Evaluation Criteria; *Faculty Promotion; *Librarians; Library Administration; Library Research; *Performance Factors; *Personnel Evaluation; Professional Development
IDENTIFIERS - Andrews University MI

This report begins by noting that, in the interests of developing a vigorous and professionally active library faculty, a major goal of the James White Library (Andrews University, Michigan) is to recruit, retain and promote librarians who are highly self-motivated and have the ability to support the mission of the library. It then provides explanations and detailed descriptions of the major criteria for promotion and continuous appointment at this library, including professional performance and quality of service, research and other scholarly/creative activities, and eligibility. The policies and procedures of the Library Promotion and Continuous Appointment Committee are described and the following application materials are provided: the candidate's self-evaluation form, which measures his or her success in meeting the criteria; a performance evaluation form; the library director or department head's evaluation instructions; and the scholarly activity report forms. (11 references) (MAB)

ED 330 356 IR 053 520

Simpson, Donald B.
Libraries and the Changing Scholarly Process. Occasional Paper 1.
Wisconsin Univ., Milwaukee. School of Library and Information Science.
PUB DATE - Aug 89

national association representing two- and four-year colleges and universities in the United States and Puerto Rico where Hispanic students constitute at least 25% of the total student enrollment. Following a brief introduction and letters from the HACU chair and president, this eight-part report provides a status report on Hispanics in higher education and the institutions that serve them. Section I reviews specific HACU activities conducted over the last year in the areas of becoming a referral service for member colleges, promoting programs that target resources to member institutions, conducting seminars and workshops on Hispanic-specific topics, promoting public policy initiatives at the federal level, and engaging in special projects to improve the educational success rates of Hispanics in higher education. Section II provides an overview of Hispanics in higher education, examining high school completion rates, undergraduate and graduate enrollments, total bachelor's and doctoral degrees awarded, and degrees awarded in selected fields, and Hispanic employment in higher education. Section III profiles Hispanic-serving institutions of higher education, defined as those non-profit colleges and universities with a Hispanic enrollment of at least 25%. This section reviews geographic distribution and type of control of these institutions, enrollments, and majors offered. Sections IV through VIII provide a directory of Hispanic-serving organizations, the names and affiliations of HACU's 1989-90 Board of Director's Executive Committee, an outline of corporate and foundation support, and a financial statement for the fiscal years 1988 and 1989. Data tables are included. (PAA)

ED 330 375 JC 910 128

Wise, Alice
Physics and the Art of Teaching.

PUB DATE - Nov 90
NOTE - 15p.; Paper presented at a meeting of the North Texas Junior College Consortium (Fort Worth, TX, November 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Classroom Environment; Classroom Techniques; Cognitive Structures; Cooperative Learning; *Educational Philosophy; Educational Strategies; Educational Theories; Futures (of Society); *Holistic Approach; Instructional Development; Interdisciplinary Approach; *Physics; *Quantum Mechanics; *Role of Education; Teaching (Occupation); Two Year Colleges

The science of physics teaches the world to look beyond what is known and to be creative about visions of the future. Educators, like scientists, are responsible for pointing forward, for looking around and beyond the realm of what is known, to the realm of what could be. Yet, most institutions are restrained by traditional frameworks. Education still applies strategies designed for an industrial society which no longer exists. Since institutions are slow to adapt to the demands of the current age, teachers must bring new approaches into their classrooms. Initially, physicists were intrigued by both the spiritual and physical nature of man and his world. Early Greek educators also considered both the psychological and physical needs of the student. However, the industrial age defined educational goals in terms of acquiring individual competencies. This dismemberment of the whole educational process is akin to isolating the atom; in so doing, the true state of the atom is altered. A learning process which isolates educational elements is inadequate. In order to adapt educational systems to the present world, a new approach must be

Colleges; *Two Year College Students
IDENTIFIERS - *Maryland

Accountability mandates from accrediting agencies and state government require community colleges to report student graduation and transfer rates. State reporting systems maintained by the Maryland Higher Education Commission (MHEC) provide one means of computing these measures. MHEC used fall enrollment and degree data to determine graduation and transfer rates for first-time full-time student cohorts entering community colleges in fall 1982 through fall 1985. The MHEC analysis reported the graduation, transfer, and continuing community college enrollment of these four cohorts 4 years after entry. This report examines the findings for Prince George's Community College (PGCC) and four peer colleges; Anne Arundel Community College (AACC), Catonsville Community College (CCC), Essex Community College (ECC), and Montgomery Community College (MCC). Study findings include the following: (1) for three of the four PGCC cohorts studied, the number of PGCC students who transferred to a senior institution without earning an award at PGCC exceeded the total number earning awards at the college; (2) statewide, 25% of the full-time entrants had transferred to a four-year school within 4 years of community college entry; (3) among peer colleges, only ECC experienced lower rates of transfer than PGCC during the study period; (4) between 13 and 18% of the students entering PGCC as full-timers in fall terms 1982 through 1985 had earned an award from the college within 4 years; and (5) less than 20% of the students starting their college careers as full-time students at PGCC had graduated from the college within 4 years. The complete MHEC statewide findings are appended. (GFW)

ED 330 392 JC 910 177

Texas Quality Work Force Planning: Preparing Texas for the 21st Century through a Skilled and Educated Work Force.
Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin.; Texas State Dept. of Commerce, Austin.
PUB DATE - Sep 90
NOTE - 38p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Agency Cooperation; *College School Cooperation; Committees; Community Colleges; Educational Legislation; Futures (of Society); Higher Education; High Schools; *Job Training; *Labor Force Development; Models; *Outcomes of Education; Pilot Projects; Program Evaluation; Program Implementation; *School Business Relationship; State Colleges; Two Year Colleges; Vocational Education
IDENTIFIERS - *Texas

In 1989, in an effort to prepare the Texas economy for successful global competition, the Texas legislature mandated regional Quality Workforce Planning for vocational-technical education, calling on educators and employers to form training partnerships to strengthen the state's work force. In response to this legislation, 9 of Texas's 24 planning regions established Quality Work Force Planning Committees comprised of representatives from education, business, industry, and training institutes. Pilot projects have been initiated in each of these nine regions which have achieved outcomes including linkages between high schools, colleges, and technical institutes; agreements that allow high school students to receive concurrent high school and college course credit for technical course work; special courses in response to labor market demands; and initiation of adult literacy

IDENTIFIERS - *Los Angeles Community College District CA

This annual report on the Los Angeles Community College District (LACCD) contains demographic and enrollment profiles of the nine colleges that compose the LACCD as well as a systemwide budget, and districtwide student characteristics. Following messages from the LACCD president and chancellor, the report contains profiles of the following district colleges: East Los Angeles College; Los Angeles City College; Los Angeles Harbor College; Los Angeles Mission College; Los Angeles Pierce College; Los Angeles Southwest College; Los Angeles Trade-Technical College; Los Angeles Valley College; and West Los Angeles College. Each school profile contains enrollment statistics, and reviews highlights such as new facilities, grants received, and special programs initiated. Following the school profiles, brief descriptions are provided of special program at each of the colleges. Districtwide statistics are presented next, indicating that: (1) enrollment increased from 104,817 in spring 1990 to 111,485 in fall 1990; (2) 48% of the students were under 25 years of age; (3) 37% were White, 27% were Hispanic, 17% were Black, and 15% were Asian; (4) 56% were female; (5) 34% were full-time, and 32% were carrying fewer than six units; (6) 43% attended during the day; and (7) 55% were transfer oriented. The LACCD's 1990-91 budget, presenting sources of revenue and the distribution of funding appropriations, and a list of presidents from each of the nine colleges, are included. (JMC)

ED 330 409 JC 910 198

Tiffany, Gerald E.; And Others
Student Learning Outcomes Assessment for English 101 at the Wenatchee Campus of Wenatchee Valley College: The Relationship of Student Outcomes and Rater Consistency in English 101, Winter 1990 and Spring 1990.
Wenatchee Valley Coll., Wenatchee, Wash.
PUB DATE - 5 Mar 91
NOTE - 70p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160), Numerical/Quantitative Data (110)
DESCRIPTORS - Community Colleges; Comparative Analysis; *Curriculum Evaluation; *Essay Tests; Evaluation Methods; *Interrater Reliability; *Outcomes of Education; Tables (Data); Two Year Colleges; Two Year College Students; *Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS - Wenatchee Valley College WA

In 1991, a student learning outcomes assessment was conducted at Wenatchee Valley College, Washington. All English 101 students in the winter and spring quarters of 1990 wrote a 2-hour final exam. Winter quarter students wrote on the same topic while spring quarter students wrote on one of three randomly assigned topics. Five English 101 instructors evaluated the 262 student essays. Each essay was rated by at least two instructors. During the winter rating session, the second rater was able to see the first rater's evaluation. The purposes of the assessment were to evaluate the relationship between exam and course performance; the degree of student learning consistency between class sections; the consistency in faculty ratings of the same essays; the effect of viewing previous rater's scores on the subsequent rater's scoring; and the dimensions of English instruction where students performed the best and where performance (or instruction) needed improvement. Study results included the following: (1) course grades were not necessarily predictive of performance on the exam; (2) a high degree of consistency was found in 12 of 14 course learning objectives across all course sections; (3) students' village. The objectives were to obtain information on rural energy resources; assess the role of women and children in meeting energy needs; and prepare the field test lesson plans for the target groups in Kadachla, a village in Gujarat state. Phases I and II consisted of lesson development and preliminary interviews with villagers. Phase III consisted of workshops for women and children. In the women's workshop, cooking methods and fuels were discussed and energy conservation tips were provided. Follow-up discussions indicated that the women understood the importance of the new devices they were using but would need more time before they adopted the use of the devices. In the children's workshop, dramatization, games, role-playing, and question-and-answer sessions were used to teach the concepts of: (1) energy and its presence in everyday activities; (2) energy transformation; and (3) energy chains. Quantitative results of the children's workshop were not obtained. Suggestions for future work included follow-up workshops, extension of the program to other villages, and a workshop for primary school teachers. (BC)

ED 330 426 PS 019 165

Collins, Karen
Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade.

SPONS. AGENCY - Carnegie Corp. of New York, N.Y.; Rockefeller Bros. Fund, New York, N.Y.
PUB DATE - Nov 90
NOTE - 7p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990). The following papers given at this conference have identical titles: ED 326 309; PS 019 165; PS 019 198.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Child Caregivers; *Church Programs; *Church Role; *Early Childhood Education; Futures (of Society); Training
IDENTIFIERS - *Church Based Child Care

After briefly reviewing the National Council of Churches' 1984 policy statement on child day care, this consultant's paper discusses the place of church-based child care in the field of early childhood education. Short overviews of early childhood curricula published and distributed by churches, the special contribution of churches to the field of early childhood education, established training networks within denominations, and the critical need for future collaboration between the churches and the secular communities in early childhood training, service delivery, and advocacy are included. (RH)

ED 330 427 PS 019 198

Rodriguez, Gloria G.
Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade.

PUB DATE - Nov 90
NOTE - 6p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays

and thinking activity; (7) a checklist for gathering data on students' cognition in literacy environments; (8) a list of "predictable storybooks"; (9) an outline of the procedure of echo reading; and (10) an outline of story retelling, which is an informal technique for evaluating children's language. Thirty-seven references are included. (RH)

ED 330 447 PS 019 437

King, Fredrick
Alternatives to the Pullout Model.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY - Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE - May 90
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Compensatory Education; Elementary Secondary Education; Guidelines; *Models; Program Descriptions; Program Implementation; *Selection
IDENTIFIERS - Education Consolidation Improvement Act Chapter 1; *Instructional Models; *Program Characteristics

The pullout model is the model most widely used for Chapter 1 programs. This model involves taking students out of their regular classroom for one or more class periods to receive instruction from a Chapter 1 teacher. Problems associated with the pullout model include lack of coordination between the pullout class and the regular classroom. This leads to a fragmentation of learning and a lack of connection between the basic skills being taught in the Chapter 1 class and the material being covered in the regular class. Pullout programs tend to be more racially and socially segregated than regular classrooms and may stigmatize students as slow learners. Alternatives are: (1) the in-class model; (2) replacement and extended pullout; (3) use of the resource room and learning laboratory; (4) extended schedule; (5) computer-assisted learning; (6) prekindergarten and full-day kindergarten programs; and (7) transition room. Advantages and disadvantages associated with each alternative are pointed out. Other alternatives, including alternative instructional strategies and program strategies, are listed. Guidelines for selecting an alternative for Chapter 1 programs are offered. (RH)

ED 330 448 PS 019 438

King, Fredrick; Sommer, Andrew
Chapter 1: Does the Model Matter?
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE - 15 Nov 90
NOTE - 5p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Class Activities; Classroom Techniques; Class Size; Comparative Analysis; *Compensatory Education; Elementary Secondary Education; Instructional Design; *Remedial Programs; Teaching Models
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1; Oregon; Stigma

The goals for a Chapter 1 program are to help children succeed in the regular program, attain grade level proficiency, and improve achievement. Students have attained these goals in both pull-out

*Preschool Education; *Professional Development; Teacher
Attitudes; Teacher Characteristics
IDENTIFIERS - *Australia

A study examined the ethical dilemmas faced by Australian early childhood professionals. Data were obtained from responses to a questionnaire mailed to 25 preschool centers and 25 child care centers in Western Australia, South Australia, Queensland, New South Wales, Victoria, and the Northern Territory. Of 300 questionnaires mailed, a total of 99 valid questionnaires were returned. Findings bear on three issues in particular: (1) the field's perception of the need for a code of ethics; (2) the low response rate of workers with 6 to 10 years of experience in the early childhood field; and (3) conflicts with parents. Another point for consideration raised by the survey data is the possible inclusion of training in both philosophical and practical ethics in preservice and postgraduate levels for all early childhood workers. (RH)

ED 330 469 PS 019 524

Rolzinski, Catherine A.
The Adventure of Adolescence: Middle School Students and Community Service.
Youth Service America, Washington, DC.
PUB DATE - 90
NOTE - 157p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Adolescents; Case Studies; *Community Services; Delinquency Prevention; Elementary Education; High Risk Students; Hispanic Americans; *Individual Development; Intergenerational Programs; Junior High School Students; Learning Activities; *Middle Schools; School Role; *Student Needs; Tutorial Programs; *Youth Programs

This book presents seven case studies of middle school youth service programs that challenge their participants to change from takers to givers and from observers to active members of the community. Chapter 1 discusses new ways for responding to the needs of middle school youth and promoting community service. Chapter 2 describes a tutoring program in which Hispanic "at-risk" middle-school students tutor Hispanic "at-risk" elementary school students. Chapter 3 describes a combined academic and community alternative for potential drop-outs, and chapter 4 describes a program that helps keep middle-school youth from being recruited into gangs. Chapters 5, 6, and 7 describe, respectively, programs that bring youth into nursing homes to enrich the lives of the elderly and to increase the understanding of the old by the young; involve junior high school students in community service projects; and place students in a school-based community service program. Chapter 8 describes the integration of community service with learning in 40 schools, while Chapter 9 discusses lessons learned from the case studies in terms of youth services issues and new directions for middle-school students. The book contains two brief forewords by Senator Dave Durenberger and Senator Edward M. Kennedy respectively. Related materials and a directory of case study programs are appended. (RH)

ED 330 470 PS 019 527

Blank, Helen
The Child Care and Development Block Grant and Child Care Grants to States under Title IV-A of the Social Security Act: A Description

interpersonal relationships, work with children, and professional development. Each unit consists of: (1) an overview including a unit goal and unit objectives; (2) a content and subject matter section designed to serve as a reference for teachers; (3) descriptive material detailing activities for each content section; (4) handouts for students; and (5) lists of resources for each unit. Teachers may not have enough time to use all the activities listed. Appendices offer background information; a list of skills and abilities required for assistant child care teachers; a list of important competencies of assistant child care teachers; and a bibliography with 100 citations of books, brochures, reports, resource guides, and video cassettes. (RH)

ED 330 491 PS 019 582

Davidson, Philip M.
Genevan Contributions to Characterizing the "Age 4 Transition."

PUB DATE - 18 Apr 91
NOTE - 17p.; Paper presented at the Biennial Meeting of the Society for Research on Child Development (Seattle, WA, April 18, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Abstract Reasoning; *Cognitive Development; Individual Development; *Intuition; *Piagetian Theory; *Preschool Children; Preschool Education
IDENTIFIERS - Conceptual Analysis; *Representational Thinking; Research Synthesis

Piaget's studies clearly highlight two qualitative advances made during the preoperational period. The first is the breakthrough of representational intelligence, beginning around 2 years of age. The second is the emergence of coordinated representational thought, beginning around 4 years of age. This paper focuses on the second advance, which Piaget calls the "intuitive substage." The paper begins with a summary of intuitive thought as conceived in the classical Genevan studies of the 1940s and 1950s, then moves to the more detailed analyses provided in three relatively recent sources: (1) the research on the psychology of functions; (2) studies of possibility and necessity; and (3) research on the logic of meaning. These analyses elaborate on the logical structure of intuitive thought and describe the emergence of logical modalities and the abstraction of representational meanings during the intuitive period. It is concluded that these Genevan accounts of the transition at 4 years of age are consistent with current research and theory in such areas as children's theories of mind, and children's understanding of certainty and probability, and of appearance and reality. (RH)

ED 330 492 PS 019 585

Fireman, Gary; Kose, Gary
Video Training as a Means for Enhancing Self-Awareness in Problem Solving among Young Children.

PUB DATE - Apr 91
NOTE - 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)

IDENTIFIERS - United States (South Central)

This paper examines the delivery of social and human services to school-aged children and their families through some form of coordination with the local school. A questionnaire was completed by representatives of 55 state agencies in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Respondents reported that their agencies provided 88 services for school-aged children and their families, of which 56 were provided through schools, at least occasionally. The services most likely to be provided through schools were education related (dropout prevention and special education), alcohol and drug prevention, and pregnancy prevention or counseling. Other types of school-linked services were child care, child welfare, family support, family welfare, child health, mental health, juvenile justice, and youth employment. Respondents from all agencies agreed that the most critical needs of children and their families are comprehensive affordable health care, social services that promote family self-sufficiency, and flexible school environments that provide for students' educational needs in scheduling and curriculum. Respondents also agreed that agencies needed to overcome obstacles to service delivery by creating effective communication and coordination structures; developing strategies to ensure adequate funding; and improving public attitudes, awareness, and acceptance of school-linked service delivery. Implications for public policy are discussed. The survey data are presented in 8 tables. Appendices contain the survey questionnaire and a list of coordinated services in the region. (SV)

ED 330 512 RC 018 058

Chapter 1 Program Improvement Guide. Revised.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Curriculum and Instruction.
PUB DATE - Sep 90
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Educationally Disadvantaged; Educational Planning; *Educational Resources; Elementary Secondary Education; Federal Legislation; *Needs Assessment; *Program Evaluation; *Program Improvement; *Resource Staff; School Effectiveness; Technical Assistance
IDENTIFIERS - Hawkins Stafford Act 1988

The Hawkins/Stafford Elementary and Secondary Education Improvement Amendment of 1988 (P.L. 100-297) promotes access to quality education for educationally deprived students and excellence for all children. School level program improvement is a major component of this legislation. This publication is a major component of this legislation. This publication is designed to stimulate thinking and self-evaluation, and to direct the reader to additional resources. Information is provided on planning and implementing a program improvement project. The document describes the format of the program improvement plan and lists the resources possibly available for implementing such a plan. The resources include: (1) local resources and personnel; (2) national diffusion network; (3) effective compensatory education programs recognized in North Carolina; (4) private organizations and individuals; (5) technical assistance centers; (6) Department of Public Instruction personnel responsible for Chapter 1 programs; and (7) college and university personnel. Addresses and names of the resources are provided. The appendix provides instruments for describing school

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Compensatory Education; *Dropout Prevention; Elementary Secondary Education; *Federal Programs; Teaching Methods; *Tutoring; Tutors
IDENTIFIERS - Indian Education Act 1988 Title V; Iowa (Sioux City); Johnson O Malley Act; Sioux City Community School District IA

The Sioux City Community Schools Office of Indian Education provides American Indian students with tutoring services through funds from Title V, Part C of the Indian Education Act of 1988 and the Johnson-O'Malley programs. The goal is to reduce the high dropout rate among Indian youth. This tutor handbook contains introductory information for the part-time tutor. Tutorial suggestions emphasize sensitivity to the Indian culture. The tutoring process is outlined, and a job description for the tutor is provided. The following forms used in the program are reproduced in the handbook: (1) working agreement between Sioux City Community Schools and the tutor; (2) progress letter to parents; (3) federal Indian student certification form; (4) Johnson-O'Malley program form; (5) request for tutoring; (6) daily/weekly log of student contacts; (7) tutor self-evaluation; and (8) student attendance record. Lists of Sioux City Community Schools, principals, addresses, and phone numbers are also included. (KS)

ED 330 532 RC 018 085

Chlebowska, Krystyna
Literacy for Rural Women in the Third World.

SPONS. AGENCY - United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE - 90
NOTE - 146p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Developing Nations; Economic Development; *Females; Feminism; Illiteracy; International Programs; *Literacy Education; Modernization; Poverty; Quality of Life; *Rural Development; Rural Population; Rural Sociology; Technical Assistance; *Womens Education
IDENTIFIERS - *Rural Women

More than 500 million women live in the rural regions of Third World countries and all are illiterate. This book is intended to give these women a face and a voice. The book contains eight chapters and a list of further readings. Chapter 1, "How is illiteracy defined?", views a literate woman as one "who possesses sufficient knowledge of reading, writing, and arithmetic to guarantee an improvement in the quality of her own life and that of her family, and to facilitate her full participation in the development of the group and community." Chapter 2, "The figures speak for themselves," presents statistics on illiteracy rates for women in developing countries. Chapter 3, "Portrait of a rural women," describes the plight of the rural woman in terms of work load, health, nutrition, shelter, lack of natural resources, and discrimination based on sex. Chapter 4, "Why teach rural women literacy?" explains how women's literacy can enhance economic development. Chapter 6, "Schooling," describes the underattendance of girls, and the sex discrimination portrayed in school books. Chapter 7, "Obstacles to literacy," gives examples of the grueling daily schedule of the rural woman. Chapter 8, "Action," proposes using technology to ease the work load, and allow more time for literacy programs. It also describes large and small scale

Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Arkansas; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Arkansas, 2,669 students in 107 public schools were assessed. This report describes the mathematics proficiency of Arkansas eighth-graders, compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g.,hours of television watched, absenteeism). On the NAEP math scale, Arkansas students had an average proficiency of 256 compared to 261 nationwide. Many fewer students (Arkansas-7%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 550 SE 052 060

The State of Mathematics Achievement in California: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *California; National Assessment of Educational

Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Maryland; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Maryland, 2,794 students in 105 public schools were assessed. This report describes the mathematics proficiency of Maryland eighth-graders, compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Maryland students had an average proficiency of 260 compared to 261 nationwide. Many fewer students (Maryland-14%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 565 SE 052 075

The State of Mathematics Achievement in Michigan: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing

executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *Numeracy; *Rhode Island; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Rhode Island, 2,675 students in 51 public schools were assessed. This report describes the mathematics proficiency of Rhode Island eighth-graders, compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Rhode Island students had an average proficiency of 260 compared to 261 nationwide. Many fewer students (Rhode Island-12%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 580 SE 052 090

The State of Mathematics Achievement in Texas: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem

ED 330 597 SO 030 029

Smith, George S., Comp.; And Others
Archeology and the Federal Government.
National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE - Jul 88
NOTE - 38p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Archaeology; Federal Government; Federal Legislation; *Federal Programs; Public Policy
IDENTIFIERS - *Federal Archeology Program

The U.S. Government's concern for preservation of important archeological properties began during the 19th century in response to the destruction and looting of Indian ruins in the U.S. Southwest. Since that time, the breadth of this concern has grown to include the consideration of impact to archeological properties, as well as to other kinds of cultural resources, by most Federal activities. This issue of the CRM Bulletin provides a comprehensive description of the federal government's involvement in the interpretation, management and preservation of the U.S. archeological heritage. A wide range of agencies and activities are involved in federal archeology at the national, state, and local levels, and all of the archeological work this encompasses is referred to as the Federal Archeology Program. The following articles are included: "Managing Our Nation's Archeological Resources for Future Generations" (Jerry L. Rogers); "Current Directions in the Federal Archeology Program" (Bennie C. Keel); "The Society for American Archeology and the Federal Archeology Program" (Kathleen M. Reinburg); "Society of Professional Archeologists and the Federal Archeology Program: Standards" (J. Ned Woodall); "State Historic Preservation Officers and the Federal Archeology Program" (Valerie Talmadge); "History of the Federal Archeology Program" (Edwin C. Bears); "Federal Archeology in Indian Country" (Donald R. Sutherland); "The Lake Clark Sociocultural Project" (Ted Birkedal); "Public Participation in Archeological Investigations on Federal Lands" (Jilia O. Elmendorf); "Public Awareness of Federal Archeology" (adapted from a handbook); Arizona Archeology Week: Expanding Public Awareness through a Federal and State Partnership" (Teresa L. Hoffman); and "Looters of the Past: An Enforcement Problem in the Pacific Northwest" (Lynell Schalk). There is also a series of brief descriptions of how various departments and agencies intersect with the Federal Archeology Program, as well as a brief concluding article on awards for archeological achievement by Robert F. Crecco. (DB)

ED 330 598 SO 030 111

Peterson, Burnell
The Aswan Dam: A Lesson on Man's Environmental Impact.

PUB DATE - 90
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Class Activities; Developing Nations; Ecology; *Environmental Education; Foreign Countries; Geography; *Geography Instruction; *Global Approach; Grade 12; High Schools; Instructional Materials
IDENTIFIERS - *Aswan Dam; *Egypt

Centre.
PUB DATE - Mar 90
NOTE - 39p.; For Bulletin No. 7, see SO 030 292.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Economic Impact; Economic Research; Family Financial Resources; Family Income; *Family Programs; *Finance Reform; Financial Policy; Foreign Countries; Political Parties; *Public Policy; *Taxes
IDENTIFIERS - *Australia

The Australian Family Income Transfer Project (AFIT) is designed to examine the impact of government policies on the economic wellbeing of Australian families. The AFIT Project uses published national statistics as well as data and information collected by the Australian Institute of Family Studies (the project's sponsor) in its own studies and surveys to assess the impact of tax and pension proposals on different family types. This bulletin, the eighth in a series, provides an analysis of the policies developed by the Labor Party for the 1990 election. The analysis focuses on the impact on family incomes of the Labor Party's proposed changes in the rates of personal income tax, the levels and structure of wages, and the impact of new rates of child care relief. Of special interest to educators will be material on "The Education Completion Allowance" (p. 3 and p. 19). The document contains six tables and concludes with a nine-item bibliography. (DB)

ED 330 622 SO 030 294

The Applied Music (Individual Study) Program.
Texas Education Agency, Austin.
PUB DATE - 90
NOTE - 116p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Applied Music; Course Descriptions; Curriculum Development; High Schools; *Independent Study; Music; *Musical Instruments; *Music Education; *State Curriculum Guides; Student Educational Objectives
IDENTIFIERS - *Texas

Students in Texas who seek to advance their proficiency in vocal or instrumental performance may participate in the Applied Music (Individual Study) Program. Enrollment in the courses of this program and the establishment of time parameters are determined by contracts between students and schools. The first part of this guide discusses the administration and course requirements of the Applied Music Program. The second part contains lists of approved music to be used by students in completing their courses of study. Lists for piano, organ, classical guitar, and other instruments, and voice are included. Five appendices include: (1) Essential Elements of Instruction; (2) Student Contract; (3) Performance Examiners' Adjudication Sheet; (4) Examiners' Assessment of Performance; and (5) Course Procedures. (DB)

ED 330 623 SO 030 301

Prison Reform: How Can the Federal Government Reform Prisons and Jails in the United States? National Debate Topic for High Schools, 1989-1990. Pursuant to Public Law 88-246.
Library of Congress, Washington, D.C. Congressional Research Service.

Phelps, Phil R.; And Others
Gifted Students and the Technical Arts.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; Virginia State Dept. of Education, Richmond.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - 88
NOTE - 42p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Ability Identification; *Career Education; Curriculum Development; Elementary Secondary Education; *Gifted; *Integrated Curriculum; Models; Parent Participation; *Practical Arts; Program Development; State Programs; Student Placement; Teacher Education; Teaching Methods; Technical Education; *Vocational Education
IDENTIFIERS - *Virginia

This report describes a concept for providing innovative opportunities for Virginia students identified as gifted in the technical arts or other areas. The approach unites the areas of vocational education, programs for the gifted, and career education and guidance in a partnership to: encourage gifted students to pursue offerings in vocational education, present gifted students with more information and experience about potential careers, and eliminate artificial distinctions between vocational and general education. The report discusses: (1) benefits of the approach for students, educators, parents, and communities; (2) procedures involved in identification and placement of gifted students; (3) ways of arranging the learning environment to meet the educational needs of gifted students in technical arts education, including examples of model programs and courses in operation in Virginia; and (4) issues in the area of personnel, such as personnel training, teacher qualifications, and parental and community involvement. Includes a list of 11 suggested readings. (JDD)

ED 330 156 EC 300 126

Katz, Elinor, Comp.; Burruss, Jill, Comp.
Revised Colorado State Guidelines for the Education of Gifted and Talented Students.
Colorado State Dept. of Education, Denver. Gifted and Talented Education Office.
PUB DATE - 8 Jun 89
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Gifted; Program Development; School Districts; Special Programs; Staff Development; *State Standards; *Talent; Teacher Education
IDENTIFIERS - *Colorado

The goal of these guidelines for the education of Colorado's gifted and talented students is to develop an administrative structure and management plan that will enable local districts to provide appropriate educational services to children and youth identified as gifted and talented, to assure the quality and appropriateness of those services, and to support collaborative efforts with institutions of higher education. The guidelines cover:

intervention, and follow-up; linkages; clients; staffing; resources; evaluation; and major advantages and challenges. Three programs are then described in detail, including: Adolescent Crisis Team and Respite House (Quincy, Massachusetts); Children's Crisis Intervention Service (Sicklerville, New Jersey); and Huckleberry House (Columbus, Ohio.) One-page profiles of 15 other crisis service programs complete the volume. References accompany the first two chapters. (JDD)

ED 330 175 EC 300 147

Stroul, Beth A.
Therapeutic Foster Care. Volume III. Series on Community-Based Services for Childen and Adolescents Who Are Severely Emotionally Disturbed.
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
PUB DATE - Sep 89
NOTE - 258p.; For related documents, see EC 300 144-146.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Information Analyses/State-of-the-art Materials (070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adolescents; Children; Child Welfare; Community Services; Delivery Systems; *Emotional Disturbances; Family Influence; Family Relationship; Family Role; *Foster Care; Foster Family; Intervention; *Mental Health Programs; Models; Program Descriptions; Psychiatric Services; *Psychoeducational Methods; Severe Disabilities; *Therapeutic Environment
IDENTIFIERS - Lee Mental Health Center FL; Pressley Ridge Youth Development Extension PA

This document is part of a series of monographs on community-based services for children and adolescents who are severely emotionally disturbed. The series is the product of a national study of community-based service approaches which identified over 200 programs serving emotionally disturbed children and included visits to several programs representing a variety of service delivery approaches. This volume begins with presentation of a model system of care, along with principles for service delivery. A literature- and program-based review of therapeutic foster care services is then presented, focusing on: definition and terminology; history; philosophy and goals; characteristics; variables such as treatment intensity and treatment approach; specific services such as preplacement, intervention, discharge, and follow-up; services to natural families; linkages; clients; staffing; treatment parents; resources; evaluation; and major advantages and challenges. Two programs are described in detail--the Family Network Program of the Lee Mental Health Center (Fort Myers, Florida) and Pressley Ridge Youth Development Extension (Pittsburgh, Pennsylvania.) One-page profiles of 32 therapeutic foster care programs are also provided. An appendix contains "The Story of Amanda," a case study of a 10-year-old emotionally disturbed child successfully treated in a therapeutic foster care home. (JDD)

ED 330 176 EC 300 148

Pires, Sheila A.
Sizing Components of Care: An Approach to Determining the Size and

ocean environment, prints made from sunlight, quilts, roots of plants, starfish, touch, unidentified flying objects, verse, whales, xanthus (an imaginary beast), yeast, and Zhack (a space creature.) (JDD)

ED 330 194 EC 300 166

Merkoski, Kay
Project EAGLE (Early Academic Gifted Learning Experience): A Program for Gifted and Talented Students (Grades K-3)--Sound; Groups 1; Geoboards 1; Animals; and Dinosaurs 1.
Somers Point Public Schools, NJ.
SPONS. AGENCY - New Jersey State Dept. of Education, Trenton.
PUB DATE - 88
NOTE - 59p.; For related documents, see EC 300 164-168.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Acoustics; Animals; Classification; Curriculum; *Enrichment Activities; Geometric Concepts; *Gifted; *Learning Activities; Primary Education; Program Implementation; Special Programs; *Talent; *Teaching Methods; Thematic Approach
IDENTIFIERS - Dinosaurs; Geoboards

Five activity booklets are presented for implementing Project EAGLE, an enrichment program for gifted and talented primary-level children. The first booklet, "Sound," contains four activity pages to accompany teaching of the concept that sound is transmitted through air to the ear. The "Groups 1" booklet provides nine enrichment activities involving classification of people and objects into groups based on variable attributes. "Geoboards 1" illustrates 10 geoboard shapes for students to copy on their geoboards and on paper. "Animals 1" presents five activities dealing with the different habitats of animals (air, land, and water.) "Dinosaurs 1" identifies dinosaurs and classifies them as herbivores, carnivores, or omnivores in six enrichment activities. (JDD)

ED 330 195 EC 300 167

Merkoski, Kay
Project EAGLE (Early Academic Gifted Learning Experience): A Program for Gifted and Talented Students (Grades K-3)--Animals 2; Geoboards 2; Transportation; Groups 2; Dinosaurs 2; and Touch.
Somers Point Public Schools, NJ.
SPONS. AGENCY - New Jersey State Dept. of Education, Trenton.
PUB DATE - 88
NOTE - 68p.; For related documents, see EC 300 164-168.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Animals; Classification; Curriculum; *Enrichment Activities; Geometric Concepts; *Gifted; *Learning Activities; Primary Education; Program Implementation; Special Programs; Tactual Perception; *Talent; *Teaching Methods; Thematic Approach; Transportation
IDENTIFIERS - Dinosaurs; Geoboards

Six thematic activity booklets are presented for implementing Project EAGLE, an enrichment program for gifted and talented

NOTE - 1,444p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF12/PC58 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Numerical/Quantitative Data (110)
DESCRIPTORS - *Bilingual Education Programs; Comparative Analysis; Elementary Secondary Education; *English (Second Language); *Immersion Programs; Instructional Effectiveness; Limited English Speaking; Longitudinal Studies; Program Design; *Transitional Programs
IDENTIFIERS - *Language Minorities

This study, undertaken from 1983-84 through 1988-89, compared the relative effectiveness of two alternative programs (structured English immersion and late-exit transitional bilingual education) with that of the program typically funded through the Bilingual Education Act, the early-exit transitional bilingual education program. The characteristics of each instructional program and the success with which each meets the needs of limited-English-proficient students are detailed. The report is in two volumes. The first volume describes the design and methodology of the study. An introductory section gives an overview of language learning options for limited-English-proficient students, and subsequent sections discuss data collection, data analysis, and characteristics of the programs examined and the participating students. The second volume presents the study's analyses and results, including conclusions arrived at concerning the relative effectiveness of immersion and the traditional program type in one- and two-program schools, intra-program analyses of late-exit transitional programs, comparison of programs, districts, and the norming population, and conclusions. Both volumes contain considerable data in tabular form and substantial lists of references. (MSE)

ED 330 217 FL 019 118

Joseph, Brian D., Ed.; Zwicky, Arnold M., Ed.
When Verbs Collide: Papers from the Ohio State Mini-Conference on Serial Verbs (Columbus, Ohio, May 26-27, 1990). Working Papers in Linguistics No. 39.
Ohio State Univ., Columbus. Dept. of Linguistics.
PUB DATE - Dec 90
NOTE - 379p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Arabic; Chinese; *Creoles; Definitions; English; Grammar; Greek; Gullah; Higher Education; Hmong; Japanese; Korean; *Language Patterns; Language Research; Language Variation; Linguistic Theory; Mandarin Chinese; Marathi; Pidgins; *Structural Analysis (Linguistics); Suffixes; *Syntax; Tamil; Tenses (Grammar); Uncommonly Taught Languages; *Verbs
IDENTIFIERS - *Hualapai

Papers from the conference on the occurrence of verbal constituents in series in certain languages, particularly pidgins and creoles, include the following: "What Are We Talking About When We Talk About Serial Verbs?" (Arnold M. Zwicky); "Serial Verb Constructions" (Pieter Seuren); "On the Definition and Distribution of Serial Verb Constructions" (Eric Schiller); "Parataxis in White Hmong" (Elizabeth Riddle); "On Arguing for Serial Verbs (with Special Reference to Modern Greek)" (Brian D. Joseph); "Serialization and Subordination in Gullah: Toward a Definition of Serialization" (Salikoko Mufwene); "Serial Verb Constructions and Motion Events in Caribbean English Creoles" (Don Winford); "Tense Marking in Serial Structures" (Francis Byrne);

*Educational Administration; *Educational Development; *Educational Planning; Financial Support; Foreign Countries; Governance; Government Role; Higher Education; Institutional Autonomy; International Cooperation; *Management Development; *Management Systems; Policy Formation; Political Influences; Public Administration; Training; Universities
IDENTIFIERS - *Africa

The management crisis within higher education in developing countries reflects the wider crisis in educational management and public administration. The contemporary management context is further threatened by narrowing management capacity and capability due to the continued dwindling of already scarce resources and the increasing across-the-board management problems experienced by these countries. This paper addresses issues associated with improving the management of systems and institutions of higher education in developing countries, especially as it relates to systems of higher education in Commonwealth Africa. Section 1 outlines key issues and perspectives associated with the management of higher education systems. Sections 2 and 3 identify problems associated with managing higher education systems and institutions. Section 4 identifies and discusses activities and strategies targeted at enhancing management capacity. Sections 5 and 6 comment upon management training capacity in Africa and illustrate the positions of international agencies vis a vis management within higher education. Sections 7 and 8 provide further examples of programs of training and collaboration and identify areas of potential international collaboration. (LPT)

ED 330 237 HE 024 313

State Budget Priorities of the Commission, 1990. A Report of the California Postsecondary Education Commission. Commission Report 90-8.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Jan 90
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *Budgeting; Community Colleges; *Educational Finance; *Educational Planning; Higher Education; Postsecondary Education; Program Budgeting; *Resource Allocation; School Support; *State Aid; State Colleges; State Universities
IDENTIFIERS - California Community Colleges

This report from the California Postsecondary Education Commission presents six proposals as its first priorities during the upcoming deliberations on the 1990-91 California State budget, along with three additional proposals if new monies become available. The proposals are as follows: (1) supporting full funding of the base budgets and enrollment growth in California's public universities; (2) maintaining the existing level of State General Fund support for the California Community Colleges; (3) implementing the private postsecondary education reforms of Senate Bill 190 (Morgan); (4) implementing the Commission's recommendations regarding space and utilization standards; (5) funding the needs of adult education; and (6) expanding student financial assistance. If additional monies are available, the Commission proposes (1) supporting the implementation of community college reforms contained in Assembly Bill 1725, (2) enhancing the capacity of the community colleges for long-range planning, and (3) supporting intersegmental efforts. Each proposal is discussed in turn and each discussion is followed by recommendations. Contains 7 references. (GLR)

Designed specifically for higher education administrators, faculty, and student affairs professionals, this book provides a comprehensive overview of the principles, purposes, practices and uses of assessment, with particular emphasis on student learning and development. Nine chapters present and discuss a series of assessment steps: Chapter 1 defines assessment, recounts the background and purposes of assessment in higher education, and reviews the literature about college impact. Chapter 2 highlights several active institutional assessment programs around the country, describes the characteristics of their success, explains the need for planning the process with staff and students, and discusses several broad program applications. Chapter 3 explains how to establish program objectives, so that educators will know what they want to assess before assessing it. Chapters 4 and 5 discuss the selection and design of assessment methods, including methods of ensuring the quality of assessment information. Chapter 6 describes various aspects of information collection and maintenance, including sample issues and costs. Chapter 7 discusses techniques employed in the analysis and interpretation of assessment information. Chapter 8 emphasizes the need for using information for decision making, focusing especially on factors that influence the use of results and on the ethics of assessment. The final chapter projects the future of assessment and how it will be practiced. Appended are: (1) proficiency guidelines for rating a student's ability to speak a foreign language; (2) an alumni questionnaire; and (3) a student involvement survey. Included are 296 references. (LPT)

ED 330 257 HE 024 344

Ontario Universities Benefits Survey, 1990-91: Part I, Benefits Excluding Pensions.
Council of Ontario Universities, Toronto.; Council of Senior Administrative Officers--Universities of Ontario, Toronto.
PUB DATE - Mar 91
NOTE - 244p.; For Part II, Pensions, see HE 024 345.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - College Faculty; Employees; Employer Supported Day Care; Foreign Countries; *Fringe Benefits; Health Insurance; Higher Education; Insurance; Leaves of Absence; *Personnel Policy; Retirement Benefits; *Teacher Employment Benefits; Universities; Vacations
IDENTIFIERS - *Ontario

The report details, in tabular form, non-pension benefits offered by each of 17 Ontario universities. These include: supplementary health insurance; long term disability; sick leave entitlement; sick leave-benefits continuance; long term disability-benefits continuance; life insurance; survivor benefit; dental plan; post-retirement benefits; vacation entitlement; sabbatical leave policies; housing loan (mortgage) policies; free tuition policies; parking policies; access to athletic facilities; daycare; accidental death and dismemberment insurance; and maternity leave policy. (DB)

ED 330 258 HE 024 345

Ontario Universities Benefits Survey, 1990-91: Part II, Pensions.
Council of Ontario Universities, Toronto.; Council of Senior Administrative Officers--Universities of Ontario, Toronto.
PUB DATE - Mar 91

PUB DATE - 90
NOTE - 370p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *College Faculty; Context Effect; Course Objectives; Course Organization; Curriculum Development; Educational Background; Higher Education; Influences; *Introductory Courses; Planning; Surveys; Teacher Attitudes; Teacher Influence

This report summarizes the results of the Planning Introductory College Courses study which examined influences on course planning among U.S. faculty members. The study was built on exploratory interviews conducted in the 1986-87 Course Planning Exploration survey with 89 faculty members. Major findings show that when planning introductory courses, faculty members are influenced most strongly by their discipline orientations, scholarly and pedagogical backgrounds, and beliefs about the purpose of education. They are also influenced, but less strongly, by contextual influences that depend on the local situation. It was concluded that influences on course planning vary substantially by teaching field but minimally by type of college. Four chapters discuss the evolution of the survey and its results, including such aspects as content considerations, contextual influences, and steps in course planning. A subsequent chapter describes and confirms the usefulness of the refined contextual filters model of course planning, showing how it can be applied to diverse academic settings. The report concludes with a discussion on practical applications of the course-planning model and suggests areas for further research. Included are five appendices, including the course planning exploration survey form, 85 detailed tables, 39 figures, and 24 references. (LPT)

ED 330 278 HE 024 366

Dixon, Terry P.; And Others
A Colloquium Concerning Syllabi (Killeen, Texas, November 1, 1990).
Central Texas Univ., Killeen.
PUB DATE - Nov 90
NOTE - 59p.; Portions of Appendixes B and C contain marginally legible print. For a related document, see ED 319 306.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Course Content; *Course Descriptions; *Course Evaluation; Course Objectives; Courses; Curriculum Development; Curriculum Problems; Higher Education; School Catalogs
IDENTIFIERS - *University of Central Texas

The colloquium reported in this document was conducted as part of the assessment process of the University of Central Texas in an attempt to suggest qualities for effective syllabi. The colloquium resulted from a student perception survey conducted by the university in fall 1989 which indicated non-congruence between what was stated in the university syllabi and what actually occurred in a course. Following a copy of the colloquium announcement and a succinct introduction on its purposes and anticipated uses, is a brief review of the literature concerning syllabi which defines and discusses the definition, characteristics, and sections of a syllabus, philosophies for establishing syllabi, a student's perspective of a syllabus and course descriptions in relation to syllabi. Two subsequent sections comprise first, a transcript of presentations, comments, and questions by participants; and second, the results of an

Field Service Program.
PUB DATE - 86
NOTE - 79p.; Not available in paper copy due to marginal legibility.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Foreign Student Advisers; *Foreign Students; Higher Education; International Educational Exchange; *Policy Formation; Student College Relationship; Student Exchange Programs; Student Experience; *Student Needs

Resulting from a National Association for Foreign Student Affairs (NAFSA) Field Service seminar, this document presents information on various aspects relating to foreign student services at U.S. universities. After an introduction, chapter 2 provides an institutional checklist for foreign scholar services. Chapter 3 presents an overview of foreign student concerns, discussing such factors as institutional responses to foreign scholars' needs and expectations, and the quality of services provided by U.S. academic institutions. Chapter 4 discusses various policy related issues regarding the provision of institutional services to foreign scholars on college campuses, including the establishment and validation of policies and the implementation and coordination of procedures by the foreign scholar office; legal considerations in the employment of exchange scholars; tax considerations and information for foreign scholars; and information management of international faculty records. Appended materials include various visa application forms and procedures for filing immigrant visa applications. (LPT)

ED 330 296 HE 024 408

Emoungu, Winnie D.
Advising South African Students/Background/Current Crisis. NAFSA Field Service Working Paper #2.
National Association for Foreign Student Affairs, Washington, DC. Field Service Program.
PUB DATE - 85
NOTE - 10p.; Paper presented at the Key Educational Systems Symposium (November 1985).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Advising; Apartheid; College Students; *Cultural Differences; *Educational Counseling; Foreign Countries; *Foreign Students; Higher Education; Individual Characteristics; Individual Differences; Racial Segregation; Social Class; Social Differences; Social Influences; Socioeconomic Background; *Student Adjustment; Student Attitudes; Student Behavior; Student Characteristics; *Student Problems; Undergraduate Students
IDENTIFIERS - *South Africa

Counselors working with students from South Africa need to be aware that the system of apartheid has created separate and unequal societies resulting in major differences in student educational, cultural, political and other backgrounds. In addition, counselors need to be aware of individual differences as well as differences in how people cope with an oppressive system and adjust to a different culture. Because these differences may underlie problems in the counseling situation, they should be considered by program sponsors, foreign student advisors, academic advisors and college counsellors in dealing with student problems related to South Africa, and also in helping South African students realize their

IDENTIFIERS - *DataRelator; *Relational Approach (Information Retrieval)

Short Fiction on Film is a database that was created and will run on DataRelator, a relational database manager created by Bill Finzer for the California State Department of Education in 1986. DataRelator was designed for use in teaching students database management skills and to provide teachers with examples of how a database manager might be useful in the classroom to teach critical thinking skills. A small database of short stories was adapted to film as an example of how English instructors might use a relational database manager to show relationships between aspects of fiction and film. The DataRelator program has an introductory screen that describes the program, which includes "drawers in the cabinet," a feature that allows access to areas of information, and "data sheets in the drawer," that allows access to more specific information in a particular area. The drawer used in Short Fiction on Film is the "relational story drawer," and allows a search by story title. Data sheets in the drawer contain cross references with other elements, for example fiction technique or fiction genre. Instructors can create their own cabinets using DataRelator, complete with drawers and data sheets, to assist in information storage and retrieval. (DB)

ED 330 317 IR 014 936

TIEDS (Technology Integrated Educational Delivery System). A K-12 Master Plan for the Infusion of Technology into Arizona Schools in the Teaching/Learning Environment.
Arizona State Dept. of Education, Phoenix.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Jul 90
NOTE - 105p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Curriculum Development; Delivery Systems; Educational Change; Educational Environment; *Educational Technology; Elementary Secondary Education; State Departments of Education; *State Programs; Technological Advancement; Telecommunications
IDENTIFIERS - *Arizona; *Technology Integrated Educ Delivery System AZ

This report presents the plan for the Technology Integrated Educational Delivery System (TIEDS), which was developed for the Arizona State Department of Education in response to the "State Board Policy on the Development of a Plan for Technology" and the "GAITS Report," to establish the conceptual framework for educational change and technological advancement in Arizona's elementary and secondary schools. It is noted that the state TIEDS program is designed to accomplish a systematic change in cognitive and social environments resulting in the promotion of meaningful learning; restructuring of administrative and organizational offices; curricular reform; and an increase in quality, equity, accountability, and efficiency for all of Arizona's students. Divided into four sections, the plan discusses: (1) a rationale for TIEDS, including changing demographics, globalization, and costs; (2) issues and concerns, i.e., quality, equity, accountability, and productivity; (3) the ability of technology to meet educational needs; and (4) TIEDS educational environments, the use of work stations, and telecommunications networks. Copies of the Arizona State Board Policy, the GAITS ("Grow with Arizona Integrated Technology Systems") Report, and the goal and six objectives of TIEDS are appended. Also included are a glossary and listing of members of the TIEDS Work Group. (38 references) (DB)

Jacob, Lisa Hall; And Others
Library Use and Library Skills of Research Assistants: Pilot Study.

PUB DATE - Nov 90
NOTE - 19p.; Paper presented at the Illinois Library Association Conference (Urbana, IL, November 8-9, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/[illegible]nical (143), Speeches, Conference Papers, 'Papers Presented a[illegible]' (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Academic Libraries; College Faculty; Higher Education; *Library Instruction; Library Materials; Library Planning; *Library Research; Library Role; Library Services; *Library Skills; Library Surveys; Pilot Projects; Research Assistants; User Needs (Information); *Use Studies
IDENTIFIERS - University of Illinois Chicago

This paper presents the results of a pilot study of University of Illinois at Chicago faculty members, their assistants who use the library for them, and the role of the Library of the Health Sciences in that process. The Library of the Health Sciences public services staff members, College of Pharmacy faculty, and their assistants were interviewed. The questions for each group were designed based on the responses of the previous group. Although the faculty and assistants were very satisfied with the help they routinely received from the library staff, their responses indicated a need for more formalized communication pertaining to library resources and services. They also indicated a need for a reassessment of the location of certain reference materials in the multi-site library system. As a result of the access limitations of this type of system, the faculty had supplemented the library services and resources by obtaining personal access to vital tools and by utilizing other information resources within the medical center complex. It is recommended that the library conduct a broad-based assessment of reference services usage by the faculty outside the library. The survey instruments for the library services staff, faculty, and their assistants are included. (6 references) (Author/MAB)

ED 330 338 IR 053 500

Konkel, Mary S.
The Patron Zone, or What's a Nice Cataloger Like You Doing in a Place Like This?

PUB DATE - 90
NOTE - 11p.; Paper presented at the Illinois Library Association Conference (Urbana, IL, November 8-9, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Career Change; Job Satisfaction; *Librarian Attitudes; Library Technical Processes; Occupational Mobility; *Personal Narratives; Public Libraries; Reference Services

Library environments and the methods of providing services to library patrons are drastically changing with the availability of new technologies. Online public access catalogs are replacing card catalogs, CD-ROM databases have encroached upon the domain of their paper counterparts, and newspapers, encyclopedias, and dictionaries are also available in automated formats. Consequently, library roles have been affected as well. For example, technical services librarians are becoming the human

NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Academic Libraries; Databases; *Electronic Publishing; Futures (of Society); Gateway Systems; Higher Education; Information Dissemination; *Information Technology; Information Transfer; Library Role; Online Systems; Optical Data Disks; *Research Libraries; User Needs (Information); Videotex
IDENTIFIERS - *Scholarly Communication

Arguing that new technologies such as telefacsimile, electronic publishing, and electronic document delivery are altering the processes of communication and the response of libraries to scholars' needs, this paper provides a vision for the future, particularly with regard to the impact of electronic publishing on the traditional roles of academic and research libraries. Several aspects of electronic publishing are described and the characteristics of where, how, and why electronic publishing is emerging are explored from the perspective of political, social, technical, and economic issues. Several examples of electronic publishing proposals or projects are examined--e.g., online information retrieval database services, videotex, optical disks, direct broadcast satellites (DBS), electronic document delivery (EDD), electronic mail systems, and the electronic journal--and the impact of electronic publishing on libraries is discussed. An examination of the benefits that may be accrued from the changes taking place in the process of scholarly communication concludes the report. It is suggested that the three partners in the process of scholarly communication--the library, publishing, and the academic community--must realize the opportunities and responsibilities inherent in the emergence of this new technology. (12 references) (MAB)

ED 330 357 IR 053 521

Galvin, Thomas J.
Research Issues in Information and Public Policy. Occasional Paper 2.
Wisconsin Univ., Milwaukee. School of Library and Information Science.
PUB DATE - Dec 89
NOTE - 11p.; Paper presented at the University of Wisconsin-Milwaukee School of Library and Information Science.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Access to Information; Economics; Information Networks; *Information Science; Information Technology; Intellectual Property; *Policy Formation; Politics; *Public Policy; Reprography; *Telecommunications; User Needs (Information)
IDENTIFIERS - *Information Policy; White House Conference Library Info Services

This paper addresses the very timely issue of national information policy, particularly in view of the pending second White House Conference on Libraries and Information Services in July 1991. Information policy is examined from economic, political, and social points of view and the national government is urged to address the challenging task of information policy development. The geopolitics of information, the economics of information, the

developed, much as quantum mechanical theories were required to help explain the mysteries of the subatomic world. The movement toward cooperative learning, holistic educational approaches, and cross-disciplinary strategies are good indicators that education is awakening to the interconnectedness of people and knowledge. As instructors trust students to learn from each other, the classroom becomes a domain of creativity in which the different parts enlighten each other. (JMC)

ED 330 376 JC 910 130

Fortune, Dorothy; Sims, Adrienne
The Student Transition and Retention Program (STAR) and Student Guidebook, 1990-91.
Central County Regional Occupational Program, Santa Ana, CA.; Rancho Santiago Community Coll. District, Santa Ana, Calif.; Santa Ana Unified School District, Calif.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - 90
NOTE - 81p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Academic Persistence; College School Cooperation; Community Colleges; Counseling Services; Demonstration Programs; *Dropout Prevention; *High Risk Students; High School Equivalency Programs; High Schools; *High School Students; Limited English Speaking; *Potential Dropouts; Student Attrition; Two Year Colleges; *Vocational Education; Vocational English (Second Language)

The Student Transition and Retention Program (STAR), one of 10 federally-funded model dropout prevention programs, was created to address the high dropout rate in Santa Ana (California) public high schools. Students participating in the STAR program, complete a vocational course providing them with important job skills, and also receive support to help them successfully complete their high school studies. Over 191 students have participated in the program, which is housed at the Centennial Education Center (CEC) in Santa Ana. Recruiters from the STAR program visit area high schools and meet with counselors, teachers, and administrators who recommend students for the program. STAR accepts students age 17 to 21 who have a minimum English proficiency and who are motivated to complete vocational training and graduate from high school. Once accepted, students take a set of placement tests and meet with special counselors who assign a course load for the students. Enrollment requires 20-25 hours of class per week, a course in Vocational English as a Second Language, and participation in program activities. A number of support services are also provided, including part-time work, child care, transportation, and tutoring. Students near program completion receive special counseling to determine whether they want to continue their studies after STAR. Part 1 of this two-part report provides an introduction to the program and includes copies of test instruments, counselor evaluation forms, and a high school graduation requirements sheet. Part 2, the student guidebook, includes additional forms, schedules of activities, and maps of the CEC and other key sites. (JMC)

ED 330 377 JC 910 137

program coordination efforts. This report reviews the components and goals of the legislation and presents a four-step planning model for initiating regional pilot projects: (1) forming a partnership; (2) understanding committee responsibilities; (3) analyzing regional information; and (4) developing a service delivery plan. In addition the report highlights the successful outcomes of five pilot projects; reviews the project evaluations conducted by an independent agency; and describes ongoing work and efforts being planned. Appendixes provide a map of Quality Work Force planning regions and a copy of the relevant legislation. (JMC)

ED 330 393 JC 910 178

Jones, Janis Cox; And Others
Moving On: A Cooperative Study of Student Transfer. Los Rios Community College District; University of California, Davis; California State University, Sacramento.
Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.
PUB DATE - Apr 91
NOTE - 87p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Academic Achievement; *College Transfer Students; Community Colleges; Comparative Analysis; Grade Point Average; Higher Education; Intercollegiate Cooperation; Longitudinal Studies; *Outcomes of Education; Predictor Variables; Program Effectiveness; *Remedial Instruction; *Student Characteristics; Two Year Colleges; Universities
IDENTIFIERS - *California

In 1991, a longitudinal study was conducted of 1,786 students who had transferred from the Los Rios Community College (LRCC) District to the University of California at Davis (UCD) and to California State University at Sacramento (CSUS) during the 1983-84 academic year. The study examined the preparation, persistence, and performance of these students both before and after transfer. A major focus of the study was to determine whether the completion of remedial courses at the community college was related to student success at the community college level and after transfer. Major findings of the study included the following: (1) of the 165 students who transferred to UCD, only 33% had taken remedial work at LRCC, compared to 48% of the 1,621 students who transferred to CSUS; (2) the majority of students who had taken remedial work at LRCC took fewer than 9 units (1 or 2 courses); (3) transfers to UCD included larger numbers of men, Asians, and students under the age of 25 than did the CSUS transfers; (4) the average community college grade point averages (GPAs) for the UCD transfers was 3.18, compared to 2.95 for the CSUS transfers; (5) 29% of the UCD transfer group had earned an associate's degree from LRCC, as compared with 44% of the CSUS transfers; (6) transfers to UCD earned a higher GPA (2.79) at the senior institution than did transfers to CSUS (2.52); (7) at the time of the study, 81% of the UCD transfers had graduated, compared to 52% of the CSUS transfers; and (8) transfer students at both senior institutions graduated at a higher rate than native students. Extensive data tables are included. (JMC)

ED 330 394 JC 910 179

Campbell, Dale F.
Survey of State Directors on Student Transfer Reporting and

scores and faculty ratings were not affected by having one essay topic assigned to all students, or one of three topics randomly assigned; (4) knowledge of a previous rater's score did not affect the subsequent rater's evaluation; and (5) students performed best in the area of essay organization and most poorly in the area of mechanics. Evaluative criteria, survey instruments, and detailed data tables and graphs with analysis are appended. (JMC)

ED 330 410 JC 910 200

Hosey, Pat; And Others
Faculty Helping Faculty: A Guide to Mentoring. Third Edition.
Sinclair Community Coll., Dayton, Ohio.
PUB DATE - 90
NOTE - 34p.; Prepared under the auspices of the Part-Time Faculty/Mentor Committee of Academic Council.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Adjunct Faculty; Classroom Observation Techniques; *College Faculty; Collegiality; Community Colleges; Faculty College Relationship; Faculty Handbooks; Instructional Improvement; *Mentors; *Part Time Faculty; Professional Development; Teacher Employment; *Teacher Evaluation; *Teacher Improvement; Teacher Orientation; *Teacher Supervision; Two Year Colleges

In 1978, a mentor committee was established at Sinclair Community College (SCC) in Ohio to develop and implement a system to provide part-time faculty with mentors and to assist with their development in becoming qualified and highly effective part-time instructors. In addition, the committee established general policies relating to the employment, orientation, evaluation, and development of part-time faculty at SCC. The purposes of the mentor program were to provide instructional support for new part-time faculty; to improve coordination of instruction between full- and part-time faculty; to improve evaluation of part-time faculty; to strengthen the professional relationship between full- and part-time faculty; to improve retention of part-timers; and to provide full-time faculty with an opportunity to develop administrative and instructional support skills. This guidebook describes the mentoring program and provides documentation and resources for use in the program. This guidebook includes the following topics: mentor selection guidelines; remuneration for mentoring; effective mentoring techniques; classroom observation tips; mentoree evaluation; and the continuing education services for part-time faculty. Documentation provided in the guidebook include a faculty mentor job description, a mentor report form, sample notification letters for mentors and mentorees, a mentor activity checklist, a mentor observation form, and surveys for mentors and mentorees to evaluate the program. Sample course and instructor evaluation forms for use by students are appended. (JMC)

ED 330 411 JC 910 201

Selman, James W.
An Analysis of Time-on-Task Perceptions of Public and Private College Administrators.
Auburn Univ., Ala. Dept. of Vocational and Adult Education.
PUB DATE - 91
NOTE - 16p.

(120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *At Risk Persons; Delivery Systems; Early Childhood Education; *Educational Needs; *Family Environment; *Family Programs; Health Personnel; Higher Education; *Intervention; Laboratory Schools; *Low Income Groups; Social Workers; Teacher Education; Training

It is imperative that effective preparation and training strategies for future early childhood personnel, teachers, social workers, and health practitioners be established so that low-income, high-risk, multiproblem families can be adequately served. Effective programs and services for such families are family-centered, neighborhood-based, multidisciplinary, empowering, preventive, comprehensive, wholistic, sequential, integrative, and culturally relevant. Such programs and services are nonconventional and nontraditional, and instruction about them is not offered in institutions of higher learning. As part of the effort to bring about the provision of appropriate education of personnel in training, family support programs that offer comprehensive neighborhood-based, family-centered services can serve as laboratory schools and learning centers for training and retraining practitioners. An example of the laboratory school approach is the Avance Family Support Program, which has trained individuals to use effective strategies for serving low-income, high-risk Hispanic families. (RH)

ED 330 428 PS 019 206

Morgan, Gwen
Challenge to the Profession: The Dynamic Model of Staffing.

PUB DATE - 90
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Certification; Day Care; Differentiated Staffs; Early Childhood Education; Guidelines; Higher Education; Models; Nursery Schools; *School Role; *Staff Development; Teacher Education; *Teacher Qualifications; *Transitional Programs
IDENTIFIERS - *Staffing Patterns

Citing issues of professional qualifications and reward systems that the field of early childhood education must resolve as preschool programs become part of the public schools, this paper argues for adopting a dynamic career ladder model of program staffing. The dynamic model assumes a mix of staffing in early childhood programs wherever they are offered and provides staff with incentives for ongoing personal and professional growth. The dynamic model preserves the integrity of the concept of professionalism based on knowledge, as compared to the static model of university-based pre-service education. Issues discussed include: possible bridges into school positions for teachers of young children in day care centers and nursery schools; consequences of college and university adoption of the fifth-year concept of teacher education; actions that early childhood centers and Head Start should take; Massachusetts' licensing and teacher certification requirements for early childhood teachers in the schools; and the need for a broader view of training than presently obtains. Appendices provide examples of reward systems in private day care/nursery school programs; charts of certification types by state; a proposed model of professional roles, career ladder and wage structure for early childhood programs; a career development system model incorporating and in-class programs. Most research suggests that the model used is not as important as the degree of coordination between the Chapter 1 and the regular classroom. This document examines the advantages and disadvantages of the two models. Advantages of the pull-out model include increases in reading and mathematics instruction, standardized test scores, and on-task behavior. Disadvantages include difficulty in coordinating classrooms, fragmented learning, and stigmatization. Advantages of the in-class model include avoidance of labeling of students, increased instructional time, and improved program coordination. Disadvantages include stigmatization, teacher conflicts, and fragmented learning. The narrative portion of the document is followed by a bibliography. (BC)

ED 330 449 PS 019 449

Claus, Richard N.; Quimper, Barry E.
Prekindergarten Program Process Evaluation Report, 1990-91.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE - Feb 91
NOTE - 30p.; For 1988-89 report, see ED 305 180; for 1989-90 report, see ED 316 317.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Check Lists; Classroom Observation Techniques; Cognitive Development; Compensatory Education; High Risk Students; Language Skills; Parent Participation; Play; *Preschool Children; Preschool Education; Program Effectiveness; *Program Evaluation; Program Improvement; Psychomotor Skills; *School Readiness
IDENTIFIERS - Education Consolidation Improvement Act Chapter 1; *Saginaw City School System MI

During the first half of the 1990-91 school year, 446 children were served by the Chapter 1 Prekindergarten Program of the Saginaw, Michigan school district. A process evaluation was conducted to monitor the program and assess whether it was being implemented as planned. This year, the process evaluation consisted of half-day classroom observations of the classes of each of 5 new kindergarten teachers in 13 buildings. An activity checklist and observation instrument focused primarily on the implementation of the cognitive, psychomotor, and parent participation and education activities of the program, and secondarily on object labeling and language enhancement techniques in the classroom. Observations revealed that: (1) except for grouping and regrouping, and activities related to properties of objects, activities to meet daily objectives were taking place in all classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were posted on objects throughout the classrooms in an effort to assist in word recognition; (4) teachers used language enhancement techniques, but with wide variation in frequency; and (5) a wide variation of methods for scheduling free play was observed. The program is operating as planned, but some areas could be improved. Recommendations for addressing these areas are suggested. Appendices provide a list of participants, a sample activity observation checklist, and a table displaying frequency of teachers' use of language enhancement techniques. (BC)

ED 330 450 PS 019 454

Option '90 Inter-TAC Institute on Curriculum and Instruction (Washington, D.C., March 29-30, 1990).
Advanced Technology, Inc., Indianapolis, IN.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Mar 90

of Major Provisions and Issues To Consider in Implementation.
Children's Defense Fund, Washington, D.C.
PUB DATE - 14 Jan 91
NOTE - 110p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - At Risk Persons; Check Lists; Comparative Analysis; *Day Care; Decision Making; Early Childhood Education; *Expenditures; Family Involvement; Federal Aid; *Federal Legislation; Federal Programs; Fees; Guidelines; Planning; Selection; State Programs
IDENTIFIERS - Child Care and Development Block Grant; *Child Protective Services; Medicaid; Social Security Act Title IV A; Social Security Act Title XX

The Child Care and Development Block Grant (CCDBG) and Grants to States under Title IV-A of the Social Security Act for At-Risk Child Care are two recently passed federal child care bills. These bills offer states a unique opportunity to review the ways state and federal child care and early childhood programs work together to support children and families. This paper identifies key issues and questions that child care advocates and states will face in implementing the statutes. Contents present the details of the legislation and illustrate the challenges that states will face as they seek to take full advantage of the new federal funds. Topics including: the challenges of planning effectively, using funds appropriately, building a coordinated child care system, protecting children in child care, reimbursing parents or paying for services, improving programs, and selecting clients are all discussed. A checklist of key steps in implementation is provided. Appendices offer guiding principles for sliding fee scales, estimated state allocations under the CCDBG and the Title IV-A amendments, Medicaid state matching rates, and a comparison of four federal child care programs. (RH)

ED 330 471 PS 019 530

Mayberry, Maralee
Political and Religious Characteristics of Home School Parents: Results of an Ongoing Study in Four Western States.

PUB DATE - Apr 91
NOTE - 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Conservatism; Elementary Secondary Education; *Family Characteristics; Government Role; *Home Schooling; Nontraditional Education; Parent Attitudes; *Parents; *Political Affiliation; Public Education; *Public Policy; *Religious Cultural Groups

The political and religious characteristics of parents in four western states who educate their children at home are examined. The relation of those characteristics to parents' decisions to circumvent state-sponsored education services are also considered. Additional discussion focuses on the relevance of the findings for public policy. The target population included all families conducting home education in Washington, Oregon, Utah, and Nevada. Data were collected with a questionnaire of 54 items on 290 variables. Findings and discussion in this report are based on data from only one of the states. Of nearly 4,500 mailings to families in the state, the responses of 582 families were usable.

DESCRIPTORS - Computer Uses in Education; *Elementary School Students; *Generalization; Pretests Posttests; Primary Education; *Problem Solving; *Training; *Videotape Recordings
IDENTIFIERS - *Self Awareness; *Self Regulation

An intervention pre- and posttest design was used to study conditions that facilitate children's self-regulation of problem solving activities. In two studies, children were trained to solve a three disc Towers of Hanoi problem. After training, they were asked to solve the problem, describe how they solved it, and perform a four disc generalization task. In the first study, a total of 125 first- through third-graders were assigned to one control and three training conditions. In training, children: (1) practiced solving the problem; (2) watched an adult model solve the problem in the most efficient way; or (3) viewed a video recording of their own prior performance on the problem. Training conditions had differential effects on performance. Training with a model hindered descriptions of solutions and performance of the generalization task, while the video training condition facilitated the regulation of problem solving activities. In the second study, a total of 60 first- and second-graders were placed in one of three video training conditions or a control condition. Children: (1) viewed a recording of their prior performance on the three disc problem; or (2) viewed a video recording of a child model's inaccurate performance on the problem; or (3) viewed a video recording of a child model solving the problem in the most efficient way. Preliminary analyses revealed the superiority of training in which children viewed their own performance. (Author/RH)

ED 330 493 PS 019 586

Carson, David K.; Swanson, Dee M.
Stress and Coping as Predictors of Young Children's Development and Psychosocial Adjustment.

PUB DATE - Apr 91
NOTE - 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Coping; *Elementary School Students; *Individual Development; *Predictor Variables; Primary Education; *Psychological Patterns; *Stress Variables
IDENTIFIERS - Multiple Measures Approach; *Psychosocial Adaptation

A total of 38 children of 5-6 years in one of four early childhood or kindergarten programs participated in a study of the predictive relationship of stress and coping to development and psychosocial adjustment. Measures of independent variables included the Life Events Scale for Children, Family Invulnerability Test, Hassles Scale for Children, Analysis of Coping Style, and Chandler's Stress Response Scale. Measures of the dependent variables were the Developmental Profile II, Battelle Development Inventory, the observational form of Achenbach's Child Behavior Checklist, Child Behavior Rating Scale, Child and Adolescent Adjustment Profile, and the California Preschool Social Competence Scale. Individual coping styles were the most significant predictors of development and psychosocial adjustment, followed by a number of family variables. Although stressful life events were predictive of children's social development and more significant than daily hassles as an independent variable, they were generally unrelated to adjustment and other areas of development. Findings indicated attributes and a sample format for program improvement planning. (GGH)

ED 330 513 RC 018 059

Baker, Karen Nelson
Rural School-Based Enterprise: Promise and Practice in the Southeast.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 51p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Business Education; Community Development; Education Work Relationship; *Entrepreneurship; *Experiential Learning; High Schools; Relevance (Education); *Rural Education; School Community Relationship; Small Businesses; *Student Projects
IDENTIFIERS - *Community Based Education; *School Based Enterprises; United States (Southeast)

School-based enterprise (SBE) is a hands-on educational program in which students create and manage a business in their community. SBE programs address two general concerns about education today--lack of student motivation and the need for schools to teach students the skills to survive in and contribute to their communities. SBE makes the learning situation more relevant since it is based in the real world of work. Rural communities benefit as students create new jobs that contribute to economic revitalization. To start their own business, students must assess the community to determine what business would be viable, develop a business plan, find loans and financing, begin operations under adult supervision, and evaluate outcomes. Students often take a 2-year SBE core curriculum, which includes a course in small business management. REAL Enterprises, sister organizations in southeastern states that foster SBE programs, have found that projects run more smoothly if students start small, adequate teacher support is available, curriculum guidelines are established, ongoing adult supervision is provided, community support is secured, and supervisors and sponsors refrain from being overly helpful or from "rescuing" projects in trouble. This paper contains 14 references. Appendices summarize SBE program objectives, list "dos" and don'ts" for project success, and briefly describe 25 projects in North Carolina, South Carolina, and Georgia. (SV)

ED 330 514 RC 018 060

Ballweg, John A.; Li, Li
Employment Migration among Graduates of Southern Land-Grant Universities.

PUB DATE - 12 Apr 91
NOTE - 19p.; Paper presented at the Southern Sociological Society (Atlanta, GA, April, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *College Graduates; *Employment Patterns; Fringe Benefits; Higher Education; *Land Grant Universities; Migration;

literacy programs. Appended are a standard model for the presentation of a project to a potential donor, an example of a project document, a list of equipment, and a standard job description. (KS)

ED 330 533 RC 018 089

Hubchen, Jonathan M.
Popular Participation and Farming Systems Research and Extension: Examining the Central Visayas Regional Project 1 in Bohol, Philippines.

PUB DATE - 14 Sep 90
NOTE - 21p.; Paper presented at the Meeting of the Association of Louisiana Evaluators (Baton Rouge, LA, September 14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adult Education; Adult Farmer Education; Agricultural Engineering; *Community Involvement; Developing Nations; *Extension Education; *Farm Management; Foreign Countries; Participative Decision Making; *Program Attitudes; Program Evaluation; *Rural Extension
IDENTIFIERS - *Philippines

The Central Visayas Regional Project (CVRP) 1 aims to use community based participation to address environmental dilemmas, particularly watershed management, which are exacerbated by harmful local production practices. The CVRP employs many characteristics of Farming Systems Research and Extension (FSR&E) which provides technical training in farming through extension education. This evaluation measured the degree to which popular participation occurs in one of the CVRP's working areas, the Ipil River Watershed of Bohol Province. The objectives of the evaluation were: (1) to measure the CVRP participant's perceived performance and perceived importance for a set of activities relating to the planning, execution, and evaluation of CVRP sponsored projects; (2) to determine which of the participation activities has a higher score for perceived importance than for performance; and (3) to determine the relationship between the CVRP program variables and responses regarding activities. In a spoken interview, participants rated local performance and importance of 23 activities relating to project planning, evaluation and implementation using a 0-4 scale. Findings showed that activities with the highest perceived participation (holding meetings, keeping records, and helping with new technology) also had the highest perceived importance. Activities with a substantive difference in means between perceived importance and perceived performance were: organizing trips, enforcing laws, looking for outside resources, registering associations, and experimentation. Recommendations include increasing local participation in the identified areas and improving methodology in future studies. (KS)

ED 330 534 RC 018 090

Increasing Understanding of Public Problems and Policies--1990.
Farm Foundation, Chicago, Ill.
PUB DATE - Jan 91
NOTE - 221p.; Papers presented at National Public Policy Education Conference (40th, Park City, UT, September 17-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)

Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In California, 2,424 students in 98 public schools were assessed. This report describes the mathematics proficiency of California eighth-graders, compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, California students had an average proficiency of 256 compared to 261 nationwide. Many fewer students (California-11%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 551 SE 052 061

The State of Mathematics Achievement in Colorado: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Colorado; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Colorado, 2,576 students in 105 public schools

IDENTIFIERS - *Michigan; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Michigan, 2,587 students in 98 public schools were assessed. This report describes the mathematics proficiency of Michigan eighth-graders, compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Michigan students had an average proficiency of 264 compared to 261 nationwide. Many fewer students (Michigan-13%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 566 SE 052 076

The State of Mathematics Achievement in Minnesota: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Minnesota; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra

Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; *Texas; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Texas, 2,542 students in 101 public schools were assessed. This report describes the mathematics proficiency of Texas eighth-graders, compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Texas students had an average proficiency of 258 compared to 261 nationwide. Many fewer students (Texas-10%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 581 SE 052 091

The State of Mathematics Achievement in Virginia: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP); *Virginia

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement;

This curriculum unit was prepared for senior high classroom use to teach geography, history, and environmental issues. The objective of the lesson is to illustrate the historical man/river relationship between Egypt and the Nile River, and the impact of the Aswan dam on the agricultural and economic needs of the country today. The lesson requires three or four classroom periods, and includes maps, charts, vocabulary list, and discussion topics. (NL)

ED 330 599 SO 030 159

Howlett, Charles F., Ed.
Amityville Memorial High School History Journal Advance Placement History.
Amityville Memorial High School, NY.
PUB DATE - May 90
NOTE - 176p.; Some of the type and photographs in this volume may not reproduce well. For related documents, see ED 286 790, ED 270 383, ED 257 729, and ED 245 950.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Community Characteristics; High Schools; *Local History; Social Science Research; Social Studies; Student Projects; *Student Publications; *Student Research; Writing for Publication
IDENTIFIERS - Amityville Public Schools NY; *New York (Amityville)

The history of Amityville, New York, compiled by 11th and 12th grade advance placement history students, is presented in journal form. Six papers focus on: (1) South Oaks: The Long Island Home; (2) A History of Bethel African Methodist Episcopal Church, Amityville; (3) Amityville: A Vacationland; (4) Amityville School System from 1904 to Present; (5) History of Beth Sholom Center; and (6) The Amityville Masonic Lodge. (DB)

ED 330 600 SO 030 161

Brooks, B. David; Dalby, Rex K.
The Self-Esteem Repair & Maintenance Manual.

PUB DATE - 90
NOTE - 128p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Individual Development; Personality Traits; Self Concept; *Self Esteem; Self Evaluation (Individuals); Self Help Programs

Guidelines are presented to help a person feel better about himself or herself. The book is premised on the four A's: attitude, action, achievement, and acknowledgment. To assure successful repair or maintenance of self-esteem, one must have the right attitude, take the proper action--one that will lead to achievements--and then one must acknowledge those achievements. Exercises for self-esteem repair and enhancement, encouraging quotations, and recaps that emphasize significant points fill the book. The volume's 10 chapters cover: (1) Setting the Stage; (2) Embarking on Your Journey; (3) Language--Discovering the Power of Self-Talk; (4) Framework for Success; (5) Envision; (6) Strategize; (7) Test; (8) Engage; (9) Evaluate; and (10)

PUB DATE - 90
NOTE - 497p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE - Reference Materials - General (130)
DESCRIPTORS - *Correctional Institutions; Current Events; *Debate; Federal Government; High Schools; *Public Policy; Reference Materials; Social Problems
IDENTIFIERS - Debate Tournaments; *National Debate Topic; *Prison Reform

This document compiles materials and bibliographic references to assist national high school debaters in researching the 1989-1990 topic, "How Can the Federal Government Reform Prisons and Jails in the United States?" Materials are organized into a section of general materials and around each of three official debate propositions within the topic: (1) Resolved: That the Federal Government should adopt a nationwide policy to decrease overcrowding in prisons and jails in the United States; (2) Resolved: That the Federal Government should enact a nationwide policy to decrease violence in prisons and jails in the ited States; and (3) Resolved: That the Federal Government should expand rehabilitation programs for convicted criminals in the United States. Excerpts from documents were selected to provide background information, an overview of the principal issues, and a balance of opposing views. A research guide and a list of relevant publications are included at the end of the volume. (DB)

ED 330 624 SO 030 321

Dale, Sharon; Dale, J. Alexander
Fiestaware as an Icon in the Popular Culture of America.

PUB DATE - 87
NOTE - 12p.; Paper presented in part to the Annual Meeting of the American Culture Association (Montreal, Quebec, Canada, March 1987).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Anthropology; *Ceramics; *Marketing; *Material Culture; Middle Class Culture; *Popular Culture; United States History
IDENTIFIERS - 1930s; Depression (Economic 1929); *Fiestaware

Fiestaware, the brightly colored dinnerware first introduced in the United States in 1936, has been a cultural phenomenon from its inception. This paper seeks to explain the extraordinary popularity of Fiestaware and to understand the role the ware occupies in U.S. popular culture. Fiestaware achieved enormous success, in spite of its introduction during the Depression, because it was shrewdly marketed at the lower- and middle-class segments of society, and was made available everywhere, mostly in five-and-dime stores. The design was clean and bold, in startlingly bright colors, and mostly, inexpensive. Even though Fiestaware remains very popular today, a collector's item, in fact, its success can be explained in terms of its widespread availability. Familiar to generations of North Americans Fiestaware became a "collectable" that would never be out of financial reach for the collector of modest means. (DB)

ED 330 625 SO 030 329

Modern European History: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.

philosophy; pertinent legislation and state rules; goal, objectives, and administrative structure; and standards for local districts' program development. The standards outline student identification, referral and assessment, program and student evaluation, personnel selection and training, record maintenance, parent involvement, and advisory committees; standards for personnel development in school districts; and additional resources for school districts, including the community, Boards of Cooperative Educational Services, and higher education. Appendices contain relevant sections of the Public School Finance Act of 1988, guidelines for use in accreditation processes, district program information, and program evaluation information. (JDD)

ED 330 157 EC 300 127

State Plan for Special Education: Fiscal Years 1991-1993.
Kansas State Board of Education, Topeka.
PUB DATE - 12 Jun 90
NOTE - 203p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Ability Identification; Advisory Committees; Child Advocacy; Confidentiality; *Disabilities; Due Process; *Educational Policy; Elementary Secondary Education; Expulsion; Extended School Year; Handicap Identification; Individualized Education Programs; Inservice Teacher Education; Mainstreaming; Private Schools; Program Development; Program Evaluation; *Program Implementation; Public Schools; *Special Education; Staff Development; State Aid; State Programs; State Standards; Student Evaluation; Student Placement; Suspension
IDENTIFIERS - *Kansas

This state plan for the delivery of special education services to exceptional children in Kansas begins with submission statements and certification documents. The plan then presents policy information concerning the following areas: full educational opportunities goal; free, appropriate public education; screening and evaluation; individualized education programs; least restrictive environment; extended school year; suspension/expulsion of handicapped students; related services; facilities; appointment of education advocates/surrogate parents; confidentiality; procedural due process; participation of private school students; placement of exceptional students in private schools; comprehensive system of personnel development; the State Advisory Council for Special Education; special education program evaluation; state aid for special education; federal fund administration; monitoring and complaint procedures; and definitions. (JDD)

ED 330 158 EC 300 128

O'Grady, Carolyn
Integration Working.
Centre for Studies on Integration in Education, London (England).
PUB DATE - Sep 90
NOTE - 28p.; Funds were provided by the Paul Hamlyn Foundation.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Delivery Systems; *Disabilities; *Educational Methods; Elementary Secondary Education; Foreign Countries; Higher

Cost of Service Components in a System of Care for Children and Adolescents with Serious Emotional Disturbances.
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
PUB DATE - Aug 90
NOTE - 76p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adolescents; Children; Cost Estimates; *Emotional Disturbances; *Estimation (Mathematics); Financial Needs; *Mental Health Programs; *Needs Assessment; *Predictive Measurement; *Psychiatric Services; Psychological Services; Resource Allocation; Resources; Severe Disabilities
IDENTIFIERS - *District of Columbia; South Carolina

An approach is presented for estimating the need for specific types of services within a system of care for children and adolescents with serious emotional disturbances and for estimating the staff, dollars, and other resources required. Many of the issues that need to be resolved before one can "size" and cost out a system of care are also explored, such as defining the service area; defining the target population; determining how many will be served; and defining values and the organization of services. The estimating method described was used by the District of Columbia (D.C.) in its 1985-86 child mental health planning process and was adapted from a model in use in South Carolina. The method is applied to several types of services, including: outpatient services; therapeutic nursery programs; psychoeducational programs; therapeutic foster care; in-home crisis intervention services; therapeutic group homes; supervised independent living, residential treatment facilities; acute inpatient services; and case management services. For each type of service, information provided includes: South Carolina's estimate; D.C.'s rationale for adjusting it; and D.C.'s method for determining the amount of resources required. Appendixes contain a definition of the target population, a continuum of services and values, a framework of cost breakdowns, inpatient bed needs assessment, and intensive case management criteria. (35 references) (JDD)

ED 330 177 EC 300 149

Hearings on the Reauthorization of the EHA Discretionary Programs. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred First Congress, Second Session (February 20-21, 1990).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE - Feb 90
NOTE - 398p.; Serial No. 101-95. For a related hearing, see EC 300 150. Parts of the document have small print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Assistive Devices (for Disabled); Corporal Punishment; *Disabilities; *Educational Legislation; *Educational Practices; Educational Research; Educational Technology; Elementary Secondary Education; *Federal Legislation; Hearings; Management Information Systems; Minority Groups; Parent Education; Policy Formation; Postsecondary Education; Preschool Education; Staff Development; State Programs; Statewide Planning; Transitional Programs

primary-level children. "Animals 2" teaches the concept that animals have a variety of characteristics and attributes, by having students choose an animal, think of a problem the animal might have to solve, picking two other characters to go with the animal, and telling what happens. "Geoboards 2" focuses on the manipulation and recording of geometric shapes using problem-solving skills to transform and analyze configurations. It asks students to reproduce specific shapes, count sides on complex shapes, compare shapes, and create shapes. "Transportation" discusses, in six learning activities, the way people, animals, or things move from one place to another. "Groups 2" presents eight activities dealing with classification of people and objects into groups based on variable attributes. "Dinosaurs 2" offers six activities involved in defining dinosaurs, creating a dinosaur habitat, and creative writing. "Touch" provides learning activities on describing a variety of textured items and using finger tips and other parts of the body to react to and record various sensations. (JDD)

ED 330 196 EC 300 168

Merkoski, Kay
Project EAGLE (Early Academic Gifted Learning Experience): A Program for Gifted and Talented Students (Grades K-3)--Animals 3; Magnets; Sight; Geoboards 3; Dinosaurs 3; and Groups 3.
Somers Point Public Schools, NJ.
SPONS. AGENCY - New Jersey State Dept. of Education, Trenton.
PUB DATE - 88
NOTE - 71p.; For related documents, see EC 300 164-167.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Animals; Classification; Curriculum; *Enrichment Activities; Geometric Concepts; *Gifted; *Learning Activities; Magnets; Primary Education; Program Implementation; Special Programs; *Talent; *Teaching Methods; Thematic Approach; Vision
IDENTIFIERS - Dinosaurs

Six thematic activity booklets are presented for implementing Project EAGLE, an enrichment program for gifted and talented primary-level children. "Animals 3" introduces endangered animals and locates their home areas on maps or globes, using nine learning activities involving science and creative writing. "Magnets" discusses what magnets are and how they work through experimentation and critical thinking. "Sight" deals with observations of the world and looking closely with magnifiers. "Geoboards 3" provides activities for manipulating, problem-solving, and recording geometric shapes using coordinates. "Dinosaurs 3" explores types of dinosaurs and examines how dinosaurs may have become extinct. "Groups 3" teaches classification of people and objects into groups based on variable attributes and introduces set theory. (JDD)

ED 330 197 EC 300 169

Research and Demonstration Projects: Programs for Gifted, January 1990-1991.
Ohio State Dept. of Education, Columbus. Div. of Special Education.
PUB DATE - 91
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

"Serial Verb Construction in Marathi" (Rajeshwari Pandharipande); "Tamil Serial Verbs" (Sabita Nagarajan); "Constraints on Intransitive Quasi-Serial Verb Constructions in Modern Colloquial English" (Geoffrey K. Pullum); "Serial vs. Consecutive Verbs in Walapai" (James E. Redden); "Suffixal Concatenation in the Classical Japanese Predicate: Erstwhile Serial Verbs?" (Charles Quinn); "Multi-Verb Constructions in Korean" (In-Hee Jo); "On Serial Verbs in Mandarin Chinese: VV Compounds and Co-Verbial Phrases" (Claire Hsun-huei Chang); "Syntactic Constructions in Serial Verb Expressions in Chinese" (John Xiang-ling Dai); "Serial Verbs in Colloquial Arabic" (Lutfi Hussein); and "Serial Verb Constructions in Categorial Grammar" (Katherine Welker). (MSE)

ED 330 218 FL 019 119

Samimy, Keiko Komiya; Tabuse, Motoko
Situation-Specific Affective Variables in a Second Language Classroom: Analysis and Intervention.

PUB DATE - Apr 91
NOTE - 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classroom Environment; Classroom Techniques; Communication Apprehension; *Discussion (Teaching Technique); Higher Education; Instructional Effectiveness; Introductory Courses; Japanese; Language Proficiency; *Learning Motivation; *Second Language Instruction; Second Language Learning; Self Esteem; *Student Attitudes; Uncommonly Taught Languages
IDENTIFIERS - *Risk Taking

A study investigated the possible relationships among situation-specific affective variables, motivational-attitudinal variables, and level of language learning in 70 students who were enrolled in a series of beginning Japanese language courses at the university level. Variables investigated included language class risk-taking, language class sociability, language class discomfort, motivational type, strength of motivation, attitude toward the class, concern for grade, and student demographics and linguistic background. Data were collected over a one-year period by both classroom observation and direct survey. The audio-lingual method of teaching was used in the classes. About half the students also participated in counseling-learning/community language learning (C-L/CLL) sessions during the course. In these sessions, students expressed themselves in English, which was translated into Japanese by the teacher, then manipulated and discussed the constructions and the learning experience. In the overall subject group, it was found that risk-taking, classroom discomfort, and motivation played a significant role in learners' level of achievement. Initially, risk-taking was the most powerful factor in success, but later, motivation became the most powerful factor. Generalizations about the effectiveness of the C-L/CLL method were not possible due to limited participation. Data analyses and implications for instruction are discussed. A 41-item bibliography is included. Situation statements are given in six appendixes. (MSE)

ED 330 219 FL 019 120

Colorado Directory of Multilingual/Multicultural Resources, 1991.
Colorado State Dept. of Education, Denver. Office of Educational Services.

ED 330 238 HE 024 314

Guidelines for Review of Proposed Campuses and Off-Campus Centers. A Revision of the Commission's 1982 Guidelines and Procedures for Review of New Campuses and Off-Campus Centers. Commission Report 90-9.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Jan 90
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - *Campus Planning; College Buildings; *Educational Facilities; Educational Planning; Guidelines; Higher Education; Land Use; Multicampus Colleges; *Off Campus Facilities; Policy Formation; Review (Reexamination); School Expansion; State Colleges; State Universities; Two Year Colleges

This report updates the reviewing guidelines of the California State Postsecondary Education Commission for proposals for new public university or college campuses (issued in 1982) in order to make them more appropriate to current needs. Four major changes are added from the 1982 version: (1) a request to all three public segments of higher education in California that all proposals for new campuses be prepared in the context of a statewide plan that is made available to the Commission for review and comment; (2) a request that the segments inform the Commission of their plans for new campuses before the site selection process, so as to give the Commission the opportunity to make suggestions about whether the process should move forward before the fact of land acquisition; (3) a request that all final proposals for new campuses and off-campus centers include a completed environmental impact report; and (4) a request that each segment include in its final proposal plans information on how the campus or center will meet the State's policy goals of access, quality, and educational equity, as well as some preliminary plans about the academic or programmatic character of the campus or center. The review process guidelines are provided. (GLR)

ED 330 239 HE 024 315

Study of Higher Education Space and Utilization Standards/Guidelines in California. Final Report. Commission Report 90-6.
MGT Consultants, Inc., Sacramento, CA.
SPONS. AGENCY - California State Postsecondary Education Commission, Sacramento.
PUB DATE - Jan 90
NOTE - 79p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - Classrooms; Community Colleges; *Facility Guidelines; Facility Inventory; *Facility Planning; Higher Education; Laboratories; Offices (Facilities); *School Space; *Space Utilization; State Colleges; State Universities
IDENTIFIERS - California Community Colleges; California State University; University of California

This report presents findings, conclusions, and recommendations from a study of capital planning space standards and guidelines for classrooms, academic offices, research laboratories, and teaching laboratories in California. The report addresses the second and third of the study's three key objectives which were accomplished through three distinct phases of project work. The first phase was a national survey of all 50 states on how California's space

NOTE - 50p.; For Part I, see HE 024 344.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *College Faculty; Employees; Foreign Countries; *Fringe Benefits; Higher Education; *Retirement Benefits; *Teacher Employment Benefits; Teacher Retirement; Universities
IDENTIFIERS - *Ontario

This report presents results of a survey of pension plans offered by Ontario universities to their employees. A summary provides overall information by: type of plan; eligibility; member contributions; university contributions; benefits; indexing; and standard options for benefit payment on early retirement, termination, or death. An explanation of terms and abbreviations used precedes a detailed report of pension benefits at each of 17 universities. A final section summarizes early retirement options at five universities. (DB)

ED 330 259 HE 024 346

Salvaterra, Mary E.
Catholic Identity at Risk: Case Study of Two Colleges.
PUB DATE - Apr 91
NOTE - 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; *Catholic Schools; *Church Related Colleges; Educational Change; Educational Trends; Higher Education; *Institutional Environment; *Institutional Mission; Private Colleges; State Aid; *Trend Analysis

This case study examined changes which have taken place at two independent colleges founded by Catholic religious orders (referred to respectively as "Josephite College" and "Jesuit College") and the effects of those changes on the Catholic character and identity of each college. The study involved interviews with faculty members and administrators as well as members of the founding religious orders, and analysis of written records. The theoretical concepts of organizational culture and an adaptive/interpretive model were used to interpret findings. The tendency of previously Catholic schools to become independent in order to receive state aid was examined as were societal trends toward increased secularization. It was concluded that Josephite College exhibits a weak Catholic culture whereas Jesuit College demonstrates a strong Catholic culture. Gradual changes in goals, governance, and mission over time were seen to be causing these institutions to evolve into different entities. Analysis of the two schools and recommendations for maintaining Catholic identity are offered in relation to government aid, growth and diversity, leadership, presence of religious personnel, and religious sponsorship. Includes 20 references. (DB)

ED 330 260 HE 024 347

Twale, Darla J.; Damron, Jeff
The Quality of Residence Life at Auburn University.

PUB DATE - Apr 91
NOTE - 27p.; Paper presented at the Annual Meeting of the American

evaluation survey of the colloquium conducted in November 1990. Appended are an organizing memorandum for the colloquium; selected examples of syllabi mentioned in the colloquium; the evaluation survey; and a list of participants. (LPT)

ED 330 279 HE 024 367

Jenkins, Carol A.; Bainer, Deborah L.
Common Instructional Problems in Multicultural Classrooms.
PUB DATE - Mar 90
NOTE - 19p.; Paper presented at the Lily Conference on College Teaching (West Lake Arrowhead, CA, March 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Academic Achievement; Change Strategies; Classroom Techniques; Cognitive Style; College Students; Communication Skills; Cultural Differences; Educational Quality; Ethnic Groups; Higher Education; Instruction; *Instructional Effectiveness; Language Proficiency; *Minority Groups; *Multicultural Education; Outcomes of Education; *Student Attitudes; Student Motivation; Student Needs; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Styles
IDENTIFIERS - *Diversity (Student); Student Expectations

In this discussion on instructional problems in multicultural higher education classrooms, it is argued that while educators recognize that equitable treatment for all students is their responsibility, they often do not know which attitudes, behaviors, expectations and teaching strategies may be misunderstood by ethnic and/or minority students, thereby negatively affecting their teaching effectiveness in multicultural classrooms. Several factors which tend to influence the academic success of minority students, as well as faculty attitudes and behaviors which may communicate uneasiness and differential student learning are analyzed, including: motivation in the multicultural classroom; student/professor interaction; limited English proficiency; cultural variations in oral/written logic; and the understanding of diverse world views. Various strategies for checking understanding in the multicultural classroom are also suggested. It is concluded that universities with interest in and commitment to the academic success of diverse students should: (1) initiate faculty development in pedagogical skills that will provide equal access to learning in the classroom; (2) weave minority students into the essential fabric of the institution; and (3) meaningfully integrate minority scholarship into the curriculum. Included are 38 references. (LPT)

ED 330 280 HE 024 368

Leas, Terrence
Evolution of the Doctrine of Academic Abstention in American Jurisprudence.

PUB DATE - 6 Apr 91
NOTE - 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Academic Freedom; *Court Litigation; *Court Role; *Higher Education; History; *Institutional Autonomy; Institutional Role; Legal Problems; *Legal Responsibility; School Demography

goals. Background factors from both black and white South African student perspectives which should be considered are defined and discussed. Crisis situations which affect South African students on college campuses are also identified. It is recommended that the information be used as a frame of reference in academic advisement, counseling and program management. (LPT)

ED 330 297 HE 024 417

Althen, Gary
Orientation of Foreign Students. NAFSA Field Service Working Paper #13.
National Association for Foreign Student Affairs, Washington, DC. Field Service Program.
PUB DATE - 90
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Colleges; *Foreign Students; Guidelines; Higher Education; *Orientation; *Program Design; *Program Effectiveness; Program Evaluation; Programs; Universities

This guide provides ideas and suggestions that might assist in the design and implementation of orientation programs for new foreign students at U.S. universities. An introduction discusses the various constraints which hinder the effectiveness of foreign student orientation programs and ways for overcoming those constraints. The second part discusses the goals of initial orientation for foreign students; various topics which should be considered and covered during an orientation, including information about practical matters, such as housing, communication and immigration; basic considerations in designing the orientation program and means of furnishing material and experiences; various personnel who should be involved in the orientation; budgeting and financial support for foreign student orientation programs; and program evaluation. Planners of orientation programs are advised to keep their expectations at a modest level since the outcomes of such programs are virtually impossible to assess with accuracy. A 17-item annotated bibliography is provided. (LPT)

ED 330 298 HE 024 419

Markert, Axel
Studying in the German University: A Guide for U.S. Advisors and Students. Working Paper #15.
National Association for Foreign Student Affairs, Washington, DC. Field Service Program.
PUB DATE - Apr 90
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - College Environment; College Students; Courses; *Cultural Differences; Faculty; Foreign Countries; Higher Education; Language Tests; *Student College Relationship; *Study Abroad; Universities
IDENTIFIERS - *West Germany

This guide is designed for student advisors in the United States who are counseling students preparing for a period of study in a fully

ED 330 318 IR 014 937

John, Bonnie E.; And Others
Towards Real-Time GOMS.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Computer Science.
SPONS. AGENCY - Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE - Dec 90
NOTE - 122p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Behavioral Science Research; *Computer Games; *Interaction; Interaction Process Analysis; Microcomputers; Models; Path Analysis; Prediction

This report presents an analysis of an expert performing a highly interactive computer task. The analysis uses GOMS models, specifying the Goals, Operators, Methods, and Selection rules used by the expert; the GOMS models are implemented within a unified theory of cognition called Soar. Two models are presented, one with function-level operators, performing high-level functions in the domain; and one with keystroke-level operators, describing hand movements. For a segment of behavior in which the expert accomplished about 30 functions in a computer game in about 30 seconds, the function-level model predicted the observed behavior well, while the keystroke-level model predicted only about half of the observed hand movements. These results, including the discrepancy between the models, are discussed. Appendices include a transcription of observed behavior, predictions of the GOMS models, and a comparison between observed expert behavior and predictions of the GOMS models. (33 references) (Author/DB)

ED 330 319 IR 014 938

Distance Education for All Ages in Minnesota: The K-12 Systems Perspective.
Minnesota State Dept. of Education, St. Paul. Instructional Design Section.
PUB DATE - 90
NOTE - 92p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Education; Delivery Systems; *Distance Education; *Educational Television; Electronic Classrooms; Elementary Secondary Education; Interaction; Nontraditional Education; Programing (Broadcast); *Television Teachers
IDENTIFIERS - *Minnesota; *Two Way Television

This report describes two-way interactive television and its use by Minnesota's elementary and secondary schools, and discusses the potential of two-way interactive television systems for education in the next decade. While the report describes a diversity of current uses of two-way interactive television, it is argued that these applications by no means represent the limits of these systems. It is noted that the obvious educational advantage of two-way educational television is that learners can participate in specialized classes offered from area schools or school districts without traveling. The four chapters provide: (1) an introduction to two-way interactive television and classroom design; (2) descriptions of interactive television programming for elementary and secondary schools, adult courses, special events, interface to bring technology to the patron. In this paper, a technical services librarian shares her personal experiences as she ventured into the world of public services, otherwise known as the "patron zone." The librarian identifies the challenges she encountered during her career transition as well as the technical skills that she brought to the reference desk, the bibliographic instruction classroom, and the OPAC (online public access catalog) training session. (Author/MAB)

ED 330 339 IR 053 501

Coatney, Louis R.
A Place for Games and Simulations in Academic Libraries: Are They Digestible?

PUB DATE - Nov 90
NOTE - 19p.; Paper presented at the Illinois Library Association Conference (Urbana, IL, November 8-9, 1990). For a related document, see ED 287 786.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Academic Libraries; *Educational Games; Higher Education; *Instructional Materials; *Librarian Attitudes; *Library Collections; Library Materials; Library Surveys; Simulation

Arguing that games which simulate real-world situations and events have proven to be effective educational tools, this paper suggests that they may also offer an added educational dimension to academic library collections. Twenty-five academic libraries were surveyed to determine librarians' perceptions of the academic value of games and simulation materials and their recommendations concerning the purpose, collection, location, and use of games and simulations in academic libraries. The results of the survey indicate that, while more than two-thirds of the responding librarians recognize the educational value of recreational games and consider them to be appropriate academic library materials, only half of them currently include games and simulations in their libraries' collections. A list of the libraries surveyed, a copy of the survey instrument, a list of related Library of Congress subject headings, and 22 references conclude the report. (MAB)

ED 330 340 IR 053 502

Gonzalez, Nelly S.
Puerto Rican Sources in Literature: Research and References in an Academic Library.
PUB DATE - Nov 90
NOTE - 15p.; Paper presented at the Illinois Library Association Conference (Urbana, IL, November 8-9, 1990).
LANGUAGE - English; Spanish
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Academic Libraries; Higher Education; Hispanic American Literature; *Hispanic Americans; *Library Collection Development; Library Collections; Literature Reviews; *Puerto Ricans; *Research Tools
IDENTIFIERS - *Puerto Rico

Because of its complex history, Puerto Rico's legend and myth surpass the literature of other regions and present special nature of intellectual property in an electronic age, citizen access to government information, the extent of public responsibility for identifying and responding to citizen information needs, the attendant costs of meeting those needs, and the impact of regulation on the broadcast media are identified as complex policy issues that merit further debate and research among government officials, the information industry, and the non-government, not-for-profit sectors of the information community. Ways are suggested to reconcile the debate over the issues of public information policy which should be formulated by the duly elected representatives of the citizenry. (12 references) (MAB)

ED 330 358 IR 053 522

Aman, Mohammed M.
The New Bibliotheca Alexandrina: A Link in the Historical Chain of Cultural Continuity. Occasional Paper 3.
Wisconsin Univ., Milwaukee. School of Library and Information Science.
PUB DATE - 90
NOTE - 22p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Historical Materials (060), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Ancient History; *Architecture; Area Studies; *Building Design; Facility Planning; Greek Civilization; Library Collections; *Library Development; *Public Libraries
IDENTIFIERS - *Egypt; Greece

The first universal library in history, the Alexandrian Library, was established in the fourth century B.C. in Greece and disappeared in the third and fourth centuries A.D., according to various accounts. In an attempt to preserve Egypt's historical heritage, the Egyptian government has decided to build a new library in its place--the Bibliotheca Alexandrina. The new Alexandrian library will be a public research library whose purpose and collection will be designed to enrich the cultural development and heritage of Egypt, the Mediterranean region, Africa, and the Arab world. It will provide a link to the world's major research libraries utilizing all modern forms of technology for the acquisition, storage, transfer, and dissemination of information. The library is scheduled to open in 1995. This report presents the history of the ancient Alexandrian library, accounts of the Alexandrian librarians, the library collection (which represented writings from a variety of civilizations), and theories about the library's demise. Descriptions of the new Bibliotheca Alexandrina's mission statement, its proposed site (Alexandria, Egypt), organizational structures and functions, collection subject orientation, automation details, and its International School of Information Studies (ISIS) are presented. Details of the international architecture competition, which determined the winning architectural design of the new library, include a description of the competition's theme, a list of the judges, and the cost estimates of the project. (20 references) (MAB)

ED 330 359 IR 053 523

Alternative Models of Service, Centralized Braille Operations. Phase II Report. Volume I.
Technology Management Corp., Alexandria, VA.
SPONS. AGENCY - Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Career Opportunities in Texas: A Master Plan for Vocational and Technical Education (1989 Update).
Texas Higher Education Coordinating Board, Austin.; Texas State Board of Education, Austin.
PUB DATE - Jan 90
NOTE - 80p.; For a previous version of this Master Plan, see ED 282 052.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Career Development; Career Education; Curriculum Development; *Educational Objectives; *Educational Planning; Educational Policy; Elementary Secondary Education; Futures (of Society); Higher Education; Institutional Cooperation; Instructional Innovation; Intercollegiate Cooperation; Long Range Planning; Postsecondary Education; Program Implementation; School Business Relationship; State Programs; *Statewide Planning; *Vocational Education; Vocational Schools
IDENTIFIERS - *Texas

In January 1987, a Master Plan for the delivery of vocational and technical education in Texas was adopted by the State Board of Education (SBOE). The master plan details goals and strategies to assist in the development of a skilled and educated work force in Texas as the state enters the 21st century. As part of their mandated annual review processes, the SBOE and the Texas Higher Education Coordinating Board developed this update of the Master Plan. Following a brief foreword reviewing changes introduced in the update, part 1 of this three-part report addresses goals for elementary and secondary education, examining student performance standards, curriculum, attracting and retaining teachers, organization and management, finance, parental and community involvement, instructional innovation, and communications. Part 1 also includes detailed charts presenting the implementation plan for each area reviewed. Part 2 presents the master plan for higher education, reviewing the mission of higher education, the role of state government, state communications between public education institutions and the private sector, employer needs, student education and training needs, faculty and staff needs, community needs, and educational resources. For each area reviewed, a series of strategies and an implementation time-frame are presented. Part 3 describes activities designed to develop an integrated vocational and technical educational and training delivery system, reviewing inter-agency cooperation, institutional linkages, and an implementation plan. A list of the task force personnel responsible for updating the master plan's post-secondary sections, a map of Texas's planning regions, and references are appended. (GFW)

ED 330 378 JC 910 138

Visual and Performing Arts in Florida Community Colleges. Program Review.
Florida State Board of Community Colleges, Tallahassee.
PUB DATE - Feb 91
NOTE - 78p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Academic Achievement; Academic Advising; Articulation (Education); College Freshmen; College School Cooperation; *College Transfer Students; *Community Colleges; Computer Uses in Education; Educational Facilities; Faculty Development; Faculty

Analysis.
National Council of State Directors of Community-Junior Colleges.
PUB DATE - 1 Sep 90
NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *College Transfer Students; *Community Colleges; *Data Collection; *Definitions; Institutional Cooperation; National Norms; National Surveys; *Research Methodology; State Agencies; Tables (Data); Transfer Policy; Two Year Colleges; Two Year College Students

In 1990, a national survey was conducted of state directors of community and junior colleges regarding student transfer reporting and analysis. Responses were received from 45 of 50 states for a 90% response rate, although Maine and South Dakota were dropped from the study because they indicated that they did not have a community college system. Study findings included the following: (1) 8 states (19%) indicated they had an official definition of transfer, while another 20 states (47%) used a working definition of student transfer for reporting purposes; (2) 31 states (72%) had the capacity to report the number of students who transferred from public community colleges to public four-year/upper-division colleges; (3) five states (16%) calculated a student transfer rate, while two states (5%) were reassessing their student transfer rate formulas; (4) seven states (16%) recommended the use of the most general data available to compute a student transfer rate, while 26 states (60%) either were uncertain about the most effective way to compute a transfer rates or did not respond; (5) 23 state directors (53%) reported having the authority to adopt a national transfer reporting and analysis standard should one be recommended, and 11 state directors (26%) were prepared to recommend such a standard or policy in their states, while 30 (70%) were uncertain/did not respond and 2 (5%) would not recommend such adoption; and (6) responses from 14 state directors indicated that the time required to implement such a standard on transfer ranged from 6 months to 4 years, with the average being 20 months. A copy of the test instrument, response totals, and pie-charts are included. (JMC)

ED 330 395 JC 910 180

Teacher Education in Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE - Mar 91
NOTE - 31p.; Tables contain small type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - *Articulation (Education); Community Colleges; Education Courses; Education Majors; Employment Patterns; Employment Projections; School Surveys; State Surveys; *Teacher Education; *Teacher Education Programs; *Teacher Employment; *Teacher Recruitment; *Teacher Shortage; Two Year Colleges
IDENTIFIERS - *Illinois

In 1990, the Illinois Community College Board (ICCB) conducted a study to determine ways in which the community college system could increase its participation in the preparation of elementary and secondary teachers. Drawing information from ICCB course files and unit cost data, as well as a survey of the colleges, the study investigated the employment outlook for teachers; the number of

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Administrator Attitudes; *Administrator Characteristics; Administrator Responsibility; *College Administration; *College Presidents; Community Colleges; Comparative Analysis; Performance; Private Colleges; Questionnaires; School Surveys; Technical Institutes; Time Management; *Time on Task; Two Year Colleges

Time constraints often diminish college administrators capacity to address problems and concerns. The lack of time to accomplish administrative responsibilities can both produce and magnify stress. Perceptions of amounts of time spent on problems associated with 21 administrative activities were obtained from 373 public community, public technical, and private technical college presidents or directors within the area of the Southern Association of Colleges and Schools. This study involved the collection of demographic data; a principal component analysis of patterns of time associated with the 21 administrative activities clustered in the areas of instruction, support, relationships, facilities, and accreditation; and a comparison of the difference between average time allocations of academic and technical college presidents as well as the differences between public and private college presidents. Study results included the following: (1) there was no relationship between years as an administrator and the five clusters of administrative activities; (2) time devoted to instructional considerations, and time spent to develop or foster relationships was significantly higher for technical college presidents (both public and private) than for public college presidents, while time spent to obtain support for the institution was significantly lower for technical college presidents; (3) time spent on matters of accreditation was significantly higher for private technical college presidents than for the presidents of public institutions; and (4) the majority of presidents were white, middle-aged males who held doctorates. Data tables and references are included. (PAA)

ED 330 412 JC 910 203

Santa Rita, Emilio
Retention Checklist.
Bronx Community Coll., N.Y.
PUB DATE - 91
NOTE - 82p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Academic Achievement; Career Choice; Check Lists; Community Colleges; Daily Living Skills; Interpersonal Competence; *School Holding Power; Self Concept; *Self Evaluation (Individuals); *Skill Analysis; *Student Educational Objectives; Study Skills; Two Year Colleges; *Two Year College Students
IDENTIFIERS - City University of New York Bronx Community Coll

Designed to improve student retention at Bronx Community College (BCC), this workbook is comprised of sets checklists for use by students in evaluating their progress toward a number of academic, personal, and work-related goals. The workbook is divided into five sections, each containing a set of goals and associated checklists. Part I deals with self-knowledge and interpersonal skills and contains six checklists addressing the goals of developing one's unique personal characteristics; physical and mental health; positive self-esteem; listening and expression skills for interpersonal problem solving; effective relationships with peers and adults; and responsibility for oneself. Part II pre-professional, transitional, and professional training systems; and proposed regulations for staff qualifications. (RH)

ED 330 429 PS 019 228

Nelson, Eleanor T.
Parent Support Services at the Workplace: What's Involved? Guidelines for Corporate Decision Makers.
Prospect Hill Parents' and Children's Center, Waltham, MA.
SPONS. AGENCY - Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE - Mar 86
NOTE - 59p.; Photographs and other graphics may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Case Studies; *Consortia; Elementary Education; *Employed Parents; *Employer Supported Day Care; *Family Programs; Guidelines; *Innovation; Models; Preschool Education; Program Descriptions; *Services

A comprehensive program of services for working parents who are employees of a consortium of companies is described and evaluated. With the support of the Prospect Hill Executive Office Park in Waltham, Massachusetts, the Prospect Hill Parents' and Children's Center offers parent support services, such as information and counseling, information resources, workplace child care, sick child care, and financial support. The center also provides management information services, including employer seminars, newsletters, reports, and consultation. This booklet includes: (1) background information on the setting and initiation of the model; (2) discussion of options in parent support services and the identification of service components that meet parents' needs; and (3) discussion of dimensions of the consortium model, including design, implementation, insurance and liability, marketing, and the initial organizational structure. Each chapter of the booklet begins with general considerations of issues that emerged during evaluation. Chapters also include illustrative case histories. It is believed that the experience gained in the development of the Prospect Hill Parents' and Children's Center can be effectively used in the development of similar employer-supported programs. Appendices include a glossary; a list of programs for reference with succinct information in several categories; and a selected bibliography. The booklet is illustrated with numerous black and white photographs. (RH)

ED 330 430 PS 019 272

Harshbarger, Scott
Prosecution: An Effective Response to Child Abuse.
Middlesex County District Attorney Office, Cambridge, MA.
PUB DATE - 6 Oct 90
NOTE - 8p.; Speech presented at the Annual Meeting of the American Academy of Pediatrics (59th, Boston, MA, October 5-10, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Agency Cooperation; *Child Abuse; *Court Litigation; Crime Prevention; *Family Violence; Law Enforcement; *Sexual Abuse
IDENTIFIERS - Criminal Prosecution

A district attorney of Middlesex County, Massachusetts, argues that prosecution is the most effective and appropriate response to

NOTE - 183p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Creative Thinking; *Critical Thinking; *Curriculum Development; Elementary School Students; Elementary Secondary Education; Estimation (Mathematics); *Instructional Development; Lesson Plans; *Mathematics Instruction; Problem Solving; *Reading Instruction; Reading Writing Relationship; Secondary School Students; Teaching Methods; Whole Language Approach; *Writing Instruction
IDENTIFIERS - Education Consolidation Improvement Act Chapter 1; *Inter TAC Institute

The materials collected in this document were submitted to a conference focused on issues relevant to Chapter 1 programs. A wide variety of resources was presented to participants. Resources for teachers related to mathematics cover the topics of teaching reform; curriculum and instruction; problem solving; and estimation. Resources on reading involve strategies for teaching advanced skills; critical and creative thinking; problem solving; and semantic mapping. Writing resources concern critical thinking skills; lessons in descriptive writing, the writing of fiction, and letter writing; problem development and solution; and whole language philosophy. (BC)

ED 330 451 PS 019 460

The Primary School Institute (Louisville, Kentucky, October 22-24, 1990).
Kentucky State Dept. of Education, Frankfort.
PUB DATE - Oct 90
NOTE - 195p.; Contains a variety of reproduction problems.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - Proceedings (021)
DESCRIPTORS - Cognitive Style; Cooperative Learning; *Curriculum Development; Educational Environment; Elementary School Students; *Elementary School Teachers; Instructional Improvement; Nongraded Instructional Grouping; Primary Education; *Student Centered Curriculum; Student Evaluation; *Teacher Education; *Teaching Methods
IDENTIFIERS - *Kentucky State Department of Education

This document is a compilation of handouts, guidelines, position papers, statements of principles, development charts, and other materials used at a conference focused on issues relating to the implementation of an ungraded primary block at the elementary level. Topics included the relation of learning environment to students, teachers, parents; assessment of students; organizational issues, including a comparison between conventional graded and nongraded systems; curriculum development, particularly in relation to learning styles; and research on various student populations. Topics related to instruction included cooperative learning, evaluation of students, the multiability classroom, and assessment of student reading and writing progress in whole language programs. Teacher education and training and classroom management were also part of the agenda. Samples of tools for assessing students' skills, a day planner, reprints of articles on

Consistent with previous research, home school parents in this study were religiously committed and highly orthodox. Many belong to peripheral Christian religious organizations. Politically, the respondents were overwhelmingly Republican and conservative; only seven percent identified themselves as Democratic and only five percent considered themselves liberal. It is concluded that educational policymakers need to understand the importance that home school parents attach to family value systems and ways of life. Policymakers should acknowledge such parents' resistance to rationally organized institutions that marginalize their participation. Twenty-seven references are included. (RH)

ED 330 472 PS 019 540

Early Childhood and Family Education: Foundations for Success. A Statement Adopted November 1988.
Council of Chief State School Officers, Washington, DC. Resource Center on Educational Equity.
PUB DATE - Nov 88
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Change Strategies; *Childhood Needs; *Early Childhood Education; *Educational Policy; *Educational Principles; *Family Programs

The Council of Chief State School Officers calls upon educators, policymakers, service providers, and community leaders to create new ways of supporting families and assuring that each child's earliest years provide the foundation for a creative life. Given recent changes in the realities facing children, the council believes that there is no more essential challenge before the nation's educators than the creation of new partnerships and shared responsibilities for the development of young children. This policy statement by the council provides background information on children's needs, principles underlying recommended action strategies, and strategies for change. Strategies for change include: (1) provision of universally available, high-quality early childhood services for all children, with concentration of public resources on early childhood programs for children at-risk; (2) the strengthening of capacities of families, with assured standards of quality for early childhood programs; and (3) expanded collaboration in the provision of comprehensive services to young children and families. (RH)

ED 330 473 PS 019 543

Hendricks, Charlotte; Smith, Connie Jo
Here We Go...Watch Me Grow! A Preschool Health Curriculum.

PUB DATE - 91
NOTE - 288p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Diseases; Drug Abuse; Drug Use; *Educational Objectives; Family Health; First Aid; *Health Education; Individual Development; *Learning Activities; Learning Centers (Classroom); Mental Health; Nutrition; Physical Health; *Preschool Curriculum; Preschool Education; Prevention; Public Health; Safety

This health curriculum guide for preschool teachers is structured around units with specific health themes. The 10 areas addressed that situational, personal, and family characteristics were all predictive of certain areas of children's development and adjustment, thus providing further evidence that factors associated with resiliency and vulnerability are multifaceted. (Author/RH)

ED 330 494 PS 019 588

Riese, Marilyn L.
Sleep State Indices of Risk for Small-for-Gestional-Age Neonates.

PUB DATE - Apr 91
NOTE - 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *At Risk Persons; *Birth Weight; Comparative Analysis; *Neonates; Neuropsychology; *Sleep

Full-term neonates from 37 pairs of same-sex twins, either small or appropriate for gestational age (SGA/AGA), were observed during the first sleep cycle after feeding to determine if behavioral indices of central nervous system (CNS) functioning were related to risk for the SGA infants. No differences were observed between groups for time spent in active or quiet sleep or length of the first sleep cycle. Both large and small limb movements were observed less frequently in SGA infants than AGA infants, and startles and spontaneous smiles were observed more frequently during active sleep in SGA infants than AGA infants. Consideration of behavioral state cycles as an index of CNS organization initially suggests that SGA neonates are not at higher risk than their AGA twins. Consideration of spontaneous behaviors during active sleep may be useful for early identification of individual SGA infants at risk. (Author/RH)

ED 330 495 PS 019 595

Katz, Lilian G.
Readiness: Children and Schools. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Early Childhood Education; *Educational Improvement; Educational Needs; *Educational Objectives; Parent Role; *School Readiness; *Student Improvement; *Young Children
IDENTIFIERS - ERIC Digests; *National Education Goals 1990

At their summit meeting in February, 1990, the President of the United States and the National Governors' Association established the national education goal that "all children will start school ready to learn" by the year 2000. The process of reaching this goal will require a twofold strategy. First, families will need help in their efforts to prepare their children for success at school. Second, schools will need help in responding effectively to the wide range of developmental levels, backgrounds, experiences, and needs which children present. Families who are

*Migration Patterns; *Salaries; Sex Differences; *Student Characteristics; Work Environment
IDENTIFIERS - United States (South)

This study examined the migration patterns of graduates from southern land-grant universities in an attempt to determine the characteristics of graduates who leave the state where they received the degree and their reasons for moving. The data were collected in 1986-87 by a survey of 1,858 graduates of southern land-grant universities who had participated in a related survey in 1976-77. The survey asked students to describe the relative importance of 16 factors associated with employment. Analysis of Variance (ANOVA) was used to compare the mean score of each reason between migrant graduates and non-migrant graduates. Several findings were: (1) economic earnings were the most important factor for predicting employment migration of graduates, although respondents did not report this to be an important factor; (2) male graduates claimed work characteristics to be an important reason for accepting the first job out-of-state, while those who stayed within the state considered environmental conditions, such as location, more important; and (3) male graduates received higher salaries and benefits than female graduates at the time they entered the work force. Based on the desirability of retention of graduates within the state, employment opportunities need to appear more attractive to the graduate than a job outside the state. This paper includes 14 references and 7 data tables. (KS)

ED 330 515 RC 018 061

Carter, Linda J.; Jalloh, Mary Grenz
Community-Based AIDS Outreach Efforts to Migrants.

PUB DATE - 11 Aug 90
NOTE - 13p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Norfolk, VA, August 8-11, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; Adolescents; Agency Cooperation; Community Involvement; *Community Programs; *Health Education; *Migrant Adult Education; *Migrants; *Outreach Programs; Sex Education
IDENTIFIERS - North Carolina

The Forsyth County (North Carolina) Health Department's Health Education Division developed a community-based Acquired Immune Deficiency Syndrome (AIDS) outreach program for migrants. The Migrant/Hispanic Center in Kernersville, North Carolina operates under the auspice of the Catholic Diocese of Charlotte and provides services to Hispanic migrants. The Center agreed to cooperate in the development and implementation of the program. Members of the Migrant/Hispanic Advisory Council and the church congregation participated in the planning, using volunteer community members as translators. Migrants explained that previous agencies offering similar services did not involve the migrants in planning, and therefore the programs did not last. The objectives of the program were: (1) to conduct a comprehensive ongoing series of health education sessions with teens and adults; (2) to increase the awareness of the spread of AIDS/HIV infection among the Hispanic population and encourage alternatives to risk-taking behaviors; (3) to train at least six migrants to be health advisors in their community through the Migrant/Hispanic Center; (4) to develop and translate health education materials; (5) to promote increased utilization of public health services and

DESCRIPTORS - *Agribusiness; Agriculture; Citizenship Education; Consumer Protection; Ethics; *Extension Education; *Food Standards; High Risk Students; Leadership; Meat Packing Industry; *Public Affairs Education; Public Health; *Public Policy; Rural Development; Waste Disposal; *Water Quality

IDENTIFIERS - Europe

This collection of papers aims to improve the policy education efforts of extension workers responsible for public affairs programs. The first section, "An Evolving Public Policy Education" examines the history of public education; address current issues such as leadership models, ethics in policy formation and policy education; and forecasts future development of public education. The second section, "Safe Food and Water: Risks and Tradeoffs" presents different perceptions of health risk relating to food and water from the perspectives of consumers, scientists, and producers. Effective communication between the groups and extension education are emphasized as options to deal with the problems. The third section, "Balancing Environmental and Social Concerns with Economic Interests in Agriculture" addresses the concerns for environment in connection to agricultural development. The role of policy education in this connection is discussed. The fourth section, "Structural Change in Food Industries and Public Policy Issues "includes articles on specific issues of public education relating to food industries. Papers are presented from six workshops covering the topics of federal and state mandates, youth at risk, waste management and rural development. The final section, "Toward a New Europe," addresses implications of changes in Europe for U.S. policies on agriculture and agribusiness. (KS)

ED 330 535 RC 018 091

More, Arthur J.
Learning Styles of Native Americans and Asians.

PUB DATE - 13 Aug 90

NOTE - 22p.; Paper presented at the Annual Meeting of the American Psycholoogy Association (98th, Boston, MA, August 13, 1990).

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)

DESCRIPTORS - American Indian Education; *American Indians; *Asian Americans; *Cognitive Style; Cultural Influences; *Educational Research; Elementary Secondary Education; *Learning Modalities; Literature Reviews; *Research Problems

IDENTIFIERS - *Native Americans

This paper reviews the literature on learning styles of Native Americans and Asian-Americans. Four different operational definitions of "learning style" or "cognitive style" are presented, related terms are examined, and inconsistencies of usage in the literature are discussed. Noting the great diversity among Native American cultures, aspects of Native American learning style are described: (1) visual-spatial mode of information processing; (2) tendency toward the global end of the global-sequential continuum; (3) high levels of field independence; (4) tendency toward the imaginal end of the verbal-imaginal continuum; and (5) tendency toward reflectiveness on the reflective-compulsive continuum. These five aspects are also examined in the literature on two Asian-American cultural groups--Cantonese Chinese (primarily from Hong Kong) and South Asians (from India, Pakistan, Sri Lanka, and Bangladesh). This paper finds considerable support for the proposition that culture affects learning style. However, the available research has a were assessed. This report describes the mathematics proficiency of Colorado eighth-graders, compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Colorado students had an average proficiency of 267 compared to 261 nationwide. Many fewer students (Colorado-14%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 552 SE 052 062

The State of Mathematics Achievement in Connecticut: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Connecticut; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Connecticut, 2,672 students in 103 public schools were assessed. This report describes the mathematics proficiency of Connecticut eighth-graders, compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of and functions). In Minnesota, 2,584 students in 97 public schools were assessed. This report describes the mathematics proficiency of Minnesota eighth-graders, compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Minnesota students had an average proficiency of 276 compared to 261 nationwide. Many fewer students (Minnesota-20%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 567 SE 052 077

The State of Mathematics Achievement in Montana: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Montana; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Montana, 2,486 students in 100 public schools were assessed. This report describes the mathematics proficiency of Montana eighth-graders, compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, geometry; data analysis, statistics, and probability; and algebra and functions). In Virginia, 2,661 students in 104 public schools were assessed. This report describes the mathematics proficiency of Virginia eighth-graders, compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Virginia students had an average proficiency of 264 compared to 261 nationwide. Many fewer students (Virginia-15%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 582 SE 052 092

The State of Mathematics Achievement in West Virginia: The Trial State Assessment at Grade Eight.

Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.

PUB DATE - Jun 91

NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing

IDENTIFIERS - National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP); *West Virginia

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In West Virginia, 2,600 students in 101 public schools were assessed. This report describes the mathematics proficiency of West Virginia eighth-graders, compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics

Maintenance. (DB)

ED 330 601 SO 030 175

Census Tracts (PHC80-2). Census '80 Product Primers: Primer Number 10.
Bureau of the Census (DOC), Washington, D.C. Data User Services Div.
PUB DATE - Aug 84
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Geographic Materials (133)
DESCRIPTORS - *Census Figures; *Demography; *Geographic Concepts; *Geography Instruction; Higher Education; Human Geography; Instructional Materials; Maps; Population Distribution; Skill Development; Social Sciences; Urban Studies
IDENTIFIERS - *Census 1980

This primer is designed to teach about the concept of census tracts. Census tracts are relatively small statistical subdivisons that vary in population from about 2,500 to 8,000 and are designed to include fairly homogeneous populations. They are most often found in cities and counties of metropolitan areas of the nation. In all, there are over 43,300 census tracts (according to the 1980 Census). Product primers are prepared primarily for college-level instructors, but can also be used for self-study. This primer includes background information, exercises designed to teach census concepts and data use skills, a presentation outline, and exercise answer keys. (DB)

ED 330 602 SO 030 232

Labour Market Flexibility: Trends in Enterprises.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE - 89
NOTE - 79p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Business; Foreign Countries; *Labor Economics; *Labor Market; *Labor Relations; Technological Advancement
IDENTIFIERS - *Enterprise; *Organisation for Economic Cooperation Development

Since the mid-1980s, the Organisation for Economic Cooperation and Development (OECD) has carried out a number of studies on the issues of labor market flexibility under the supervision of the Manpower and Social Affairs Committee and its Working Party on Industrial Relations. While much of the previous work focused on the external forms of labor market flexibility, this volume's major focus is on trends in labor flexibility at the enterprise level. The volume consists of three separate articles that present detailed information on the current state of internal labor market flexibility and worker participation in OECD member countries (Sweden, Germany, France, and the United Kingdom). The titles of the articles are: "Labour Flexibility in Enterprises: A Comparison of Firms in Four European Countries" (Bernard Brunhes); "National Experiences in Labor Market Flexibility" (Jacques Rojot); and "Worker Participation in Technological Change" (Wolfram Wassermann). (DB)

ED 330 603 SO 030 236

PUB DATE - 90
NOTE - 14p.; For related documents, see ED 175 486, ED 232 119, ED 270 361, ED 284 797, and ED 301 506.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Annotated Bibliographies; *European History; Foreign Countries; Higher Education; Library Materials; *Modern History; Reference Materials; Undergraduate Study
IDENTIFIERS - Quebec

A guide to basic reference sources, this bibliography is designed for undergraduate students studying European history from the late Renaissance to the present. Divided into two parts, part 1 features factual reference works such as encyclopedias, chronologies and atlases, and part 2 lists bibliographic reference works that focus on books, articles, and other source materials. (DB)

ED 330 626 SO 030 337

Byun, Hong-Kyoo; And Others
Interface between Education and State Policy: Redesigning Teacher Education Policies in the Context of a Preferable Future. Republic of Korea. Education and Polity 3.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE - Sep 88
NOTE - 73p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Developing Nations; Educational Development; Educational Planning; *Educational Policy; Educational Research; Educational Strategies; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; Humanistic Education; *Teacher Education; Teacher Education Programs; Teaching Methods
IDENTIFIERS - Asia Pacific Region; *South Korea

Those who have studied the future of South Korea project that education will be the critical driving force in realizing future advances. This study focuses on teacher education and, by building on previous research on alternative futures, seeks to explore a number of issues. The issues are examined in seven chapters: (1) Humanizing future citizens; (2) Teacher education and teacher characteristics for building humanized future citizens; (3) Perceptions concerning policies for future teacher education; (4) Policy tasks for realization of humanization for education; (5) Policy strategies for humanistic campus-based pre-service education; (6) Retraining strategies for in-service teachers; and (7) Conclusion. A 49-item reference list is included. (DB)

ED 330 627 SO 030 340

Knight, John B.; Sabot, Richard H.
Education, Productivity and Inequality: The East African Natural Experiment.
World Bank, Washington, D. C.
PUB DATE - 90
NOTE - 449p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from

Education; *Mainstreaming; Preschool Education; *Program Effectiveness; Program Implementation; Social Integration
IDENTIFIERS - *England

Three examples of successful integration efforts in England are presented. Springfield Junior School in Swadlincote, Derbyshire, originally comprised three separate institutions--an ordinary junior school, a special unit for children with severe learning difficulties, and a special unit for children with moderate learning difficulties. The three units began to merge in 1981, with the aim of integrating as fully as possible children with varying degrees of disability and difficulty in a way that all children benefit. The Leeds Education Authority in Leeds, West Yorkshire, established a Hearing Impaired Service to achieve total integration of deaf pupils from age 9 to post 16 and to implement a bilingual policy (sign language and English). At Kingsway College in Camden, London, integration has been evolving for 20 years to include students (ages 16 and over) with physical disabilities and learning difficulties. The three case examples describe development of special services, teaching methods, attitudinal changes, social integration, and cost effectiveness. (JDD)

ED 330 159 EC 300 131

Chemical Abuse among Older Women, Older Adults and Disabled People. Final Grant Report.
Hazelden Foundation, Center City, MN.
SPONS. AGENCY - Minnesota State Dept. of Human Services, St. Paul. Chemical Dependency Program Div.
PUB DATE - 30 Jun 89
NOTE - 196p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Agency Cooperation; Alcohol Abuse; *Disabilities; Drug Abuse; Evaluation Methods; *Females; *Measurement Techniques; *Older Adults; Program Development; *Screening Tests; Substance Abuse; Test Reliability; Test Validity
IDENTIFIERS - Minnesota

This 1-year project identified several goals to increase the awareness of chemical abuse among older women, older adults, and disabled people. The goals included: develop an assessment instrument; identify chemical health service providers; develop a process to coordinate outreach and case-finding; develop a guide for chemical health service providers; provide a training conference; and convene an advisory committee. Project activities carried out to achieve these goals are described. Recommendations are offered concerning the development of a screening tool, training needs, and distribution of the project's products. Appendixes, which make up the bulk of the report, contain: (1) a literature review titled "Screening for Chemical Abuse in Three Populations: Older Adults, People with Severe and Persistent Mental Illness, People with Physical Disabilities" and descriptions of 10 screening and assessment instruments; (2) a report titled "Hazelden Screening Study: Report of Instrument Analysis" which examines the item analysis, reliability, validity, and selection of cut score for instruments designed by project staff to screen for chemical problems; (3) training materials on behavioral symptoms of chemical dependency, impact of chemical dependency on special populations, interviewing techniques, participant consent, and coordinated service delivery; and (4) copies of the project-designed screening tools and questionnaires

IDENTIFIERS - Congress 101st; Discretionary Programs; *Education for All Handicapped Children Act; Reauthorization Legislation

This hearing considered reauthorization of the discretionary programs of the Education of the Handicapped Act which focus on technical assistance; personnel development; information dissemination; research; technology, educational media, and materials; and demonstration projects. Issues considered include ensuring that minority children with disabilities are fully and effectively served, programs for transition from secondary school to postsecondary education or employment and independent living, corporal punishment, assistive technology, ombudsman services, parent training centers, state-wide system change projects involving state education agencies and state vocational rehabilitation agencies, a computer-based information management system to coordinate national data about special education services, strengthening of the infrastructure of the discretionary programs, and coordinating legislative provisions of this bill with other programs. The document contains prepared statements, letters, and supplemental materials from government officials, university officials, representatives from professional and voluntary agencies, and concerned citizens. (JDD)

ED 330 178 EC 300 150

Hearing on the Reauthorization of EHA Discretionary Programs. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred First Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE - 26 Mar 90
NOTE - 78p.; Serial No. 101-110. For related hearings, see EC 300 149. Parts of the document have small print. document have small print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Black Students; Deafness; *Disabilities; *Educational Legislation; Educational Practices; Elementary Secondary Education; *Federal Legislation; Hearings; Minority Groups; Policy Formation; Postsecondary Education; Preschool Education; Professional Associations; School Social Workers; *Social Work; State Programs; Voluntary Agencies
IDENTIFIERS - African Americans; Congress 101st; Discretionary Programs; Education for All Handicapped Children Act; New York; Reauthorization Legislation

This hearing focuses on the discretionary programs of the Education of the Handicapped Act, which cover research, technical assistance, information dissemination, personnel training, and model demonstration projects and activities. The testimony focuses on the significant percentage of disabled minority-group students not receiving special education services and the role of social workers in school systems. Some of the testimony relates specifically to the situation in New York's schools. The hearing document contains statements and supplemental materials from representatives of the United Federation of Teachers; New York State Education Department, Office for Education of Children with Handicapping Conditions; Deaf Enterprises, Inc.; National Association of Social Workers; Advocates for African-American Children; and the Agency for Child Development. (JDD)

ED 330 179 EC 300 151

Rose, Ernest

PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Computer Literacy; Creative Thinking; Critical Thinking; Elementary Secondary Education; *Enrichment Activities; *Gifted; Inservice Teacher Education; Language Arts; Mainstreaming; Rural Education; School Community Relationship; *Special Programs; *Teaching Methods; Teamwork; Underachievement; Visual Arts
IDENTIFIERS - *Ohio

Thirteen research and demonstration projects developed by Ohio school districts for the education of gifted students are described. The programs involve inservice teacher education; interdepartmental teamwork; collaboration with community and university resources; a continuum of services for gifted children in regular classrooms; learning options for underachieving gifted students; and teaching methods in the visual and performing arts, language arts, computers, critical thinking, and creative thinking. Project names and sponsoring school districts include: "Major Work Research and Demonstration Project" (Cleveland City Schools); "Black Swamp Arts Scene" (Defiance City and County Schools); "Fields, Forms, and Fulfillments" (Federal Hocking Local Schools); "Transitional Restructured Elementary Program for Gifted" (Forest Hills Local Schools); "Staff Development Program for Gifted Children: Elementary" (Muskingum County); "ACE--Achieving Cognitive Enhancement" (Putnam County Schools); "Serving Secondary Gifted Students in the Classroom Setting" (Reynoldsburg City Schools); "Meeting the Challenge: Assisting Underachieving Gifted Students" (Rocky River City Schools); "Talents Unlimited: An Effective Model for Comprehensive Curriculum Development: Secondary" (Sidney City Schools); "HUGS--Helping Underachieving Gifted Students" (Springfield City Schools); "Junior High Opportunity Power" (Toledo City Schools); "The Identification of Creative- Thinking Ability" (Hilliard City Schools, Upper Arlington City Schools); and "The Computer as an Art Medium for Visually Gifted Secondary Students" (Wheelersburg Local Schools.) (JDD)

ED 330 198 EC 300 170

Rule for School Foundation Units for Gifted Children, Effective July 1, 1984.
Ohio State Dept. of Education, Columbus. Div. of Special Education.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Jul 84
NOTE - 13p.; For a related document, see EC 300 171.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Ability Identification; Administrator Qualifications; Delivery Systems; Elementary Secondary Education; Eligibility; *Gifted; *Special Programs; State Aid; *State Standards; Student Placement; Teacher Qualifications
IDENTIFIERS - *Ohio

State regulations for educating gifted children in Ohio are outlined. The rules cover: eligibility/identification; placement procedures; supportive services and experiences (acceleration, special experiences, guidance, organizational options); and criteria for state reimbursement for employment of gifted education teachers and coordinators in terms of qualifications, responsibilities, ratios, and facilities and equipment. (JDD)

ED 330 199 EC 300 171

Guidelines for Identification of Gifted Children.

PUB DATE - 91
NOTE - 80p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - *Cross Cultural Training; Educational Resources; Elementary Secondary Education; Immigrants; *Information Sources; Inservice Teacher Education; Interpreters; *Languages; *Limited English Speaking; *Multicultural Education; *Organizations (Groups); Public Schools; Refugees; Translation; Uncommonly Taught Languages
IDENTIFIERS - *Colorado

This directory is designed for school districts and others in search of quality educational services for limited-English-proficient and language-minority students, especially refugees and immigrants. The directory lists multilingual and/or multicultural individuals and government, non-profit, and private organizations that will assist with translation, interpretation, and cross-cultural training. Individuals are listed alphabetically according to language group (African, American Indian/Native American, Asian, European, Middle Eastern, Oceanic/South Pacific, and U.S.S.R.) and organizations are listed alphabetically in a separate section. An appendix lists the national origins of the languages spoken by students in Colorado's public schools. An index offers cross-reference to entries by language or geographic area. (MSE)

ED 330 220 FL 800 115

1990: International Literacy Year. The Newsletter of the International Task Force on Literacy. Numbers 1-12, October 1988-October 1990.
International Task Force on Literacy, Toronto (Ontario).
PUB DATE - 90
NOTE - 71p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Adult Basic Education; Adult Education; Bilingualism; *Educational Needs; Foreign Countries; *International Cooperation; *International Education; International Organizations; *Literacy Education; Needs Assessment; Program Descriptions; Program Development; Student Attitudes; Womens Education
IDENTIFIERS - Africa; Canada; Caribbean; *International Literacy Year 1990; United States; USSR

The twelve issues of the newsletter of the International Task Force on Literacy, spanning the two-year period from October 1988 to October 1990 (constituting a complete set), contain articles on the following: existing and emerging literacy programs in Canada, Uganda, the United States, the Soviet Union, the Caribbean region, and Zambia; preparations for and events conducted as part of the 1990 International Literacy Year celebration; literacy learner viewpoints and comments from around the world; literacy-related organizational efforts and activities of national and international organizations; suggestions for involving learners in the literacy movement; five major objectives for International Literacy Year; needs assessment for African women; literacy and the media; the need for an international literacy center; bilingualism and biliteracy; training of volunteers and specialists; self-help and literacy; literacy and equity; and the relationship of literacy and liberation. Notices of meetings, contests, publications, and research are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 330 221 FL 800 195

standards/guidelines compare with those used in other states. The objectives of phases 2 and 3 were, respectively, (1) to evaluate the status of inventory measurement/record-keeping systems and space utilization study methods used in all three segments of California's public higher education system; and (2) to assess changes occurring in specific disciplines, since the current standards were set in the mid-1950s, which may have an impact on space needs. The products and results of each phase are presented in separate sections of the report and contain findings from California's community colleges, California State University, and the University of California. The final section has been organized to help the advisory committee for the project to identify and focus on issues and associated factors which must be addressed within the framework of an ordered agenda to overcome the complexities of this difficult and sensitive subject. Nine exhibits are included. (GLR)

ED 330 240 HE 024 316

Faculty Salaries in California's Public Universities, 1990-91. A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965). Commission Report 90-10.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Mar 90
NOTE - 45p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *College Faculty; Comparative Analysis; *Compensation (Remuneration); *Fringe Benefits; Higher Education; Personnel Policy; *Salary Wage Differentials; State Legislation; *Teacher Employment Benefits; *Teacher Salaries
IDENTIFIERS - California State University; University of California

This report provides an analysis of faculty salaries in the University of California and California State University systems. The report contains the parity percentages obtained through analysis of the data submitted to the University and State University by their respective groups of comparison institutions; estimated faculty salary parity amounts for the University and State University are 4.79 and 4.88 percent, respectively. The report for this year analyzes salary increases granted for the past 12 years in California compared to increases in the national Consumer Price Index. It also presents a brief discussion of faculty compensation beyond the standard scale at the University of California and the implications of these high salaries for the University's ability to attract the finest scholars in the nation. Appendices include the Senate Concurrent Resolution No. 51, 1965 General Session; the methods for calculating salary and fringe benefit comparisons; House Resolution No. 250, 1964 First Extraordinary Session, Relative to the Economic Welfare of the Faculties of the California Public Institutions of Higher Education; and a report from the Office of the Legislature Analyst, state of California, on recommended method for reporting to the legislature on faculty salaries and other benefits. Contains 6 references. (GLR)

ED 330 241 HE 024 317

Technical Background Papers to Higher Education at the Crossroads: Planning for the Twenty-First Century. Six Commission Staff Reports Prepared for the Commission's 1989-90 Long-Range Planning Project. Report 90-2.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Jan 90

Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - College Housing; *Dormitories; Higher Education; Participant Satisfaction; Participative Decision Making; Program Attitudes; Program Evaluation; *Quality of Life; *Residential Colleges; Safety; *Student Attitudes; Student Needs; *Student Personnel Services
IDENTIFIERS - *Auburn University AL

The purpose of the study reported in this paper was to assess resident student satisfaction with the facilities, services, communications, staff, and programs offered by the Office of Housing and Residence Life of Auburn University (Alabama.) Campus ecology theory and A. Maslow's hierarchy of needs were used to interpret findings. A systematic random sample of 349 students was surveyed using a 28-item questionnaire. Nine independent variables were loaded into a linear regression equation to extract those predictors believed to significantly affect the quality of residence life. The analysis indicated that cleanliness, safety, residence hall programs and activities, and opportunities to provide input to decision making in the hall were the significant predictors of student satisfaction within this residential community, and that 41% of the variance in student satisfaction could be explained by these four variables. Includes 19 references. (Author/DB)

ED 330 261 HE 024 348

Clark, Burton A.
Comparison of the Achievement of Students Taught by Full-time versus Adjunct Faculty in the Chemistry of Hazardous Materials Course: Governance and Management.

PUB DATE - Apr 90
NOTE - 17p.; Ed.D. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - Academic Achievement; *Adjunct Faculty; College Faculty; Comparative Analysis; Evaluation Methods; Fire Fighters; *Fire Science Education; *Full Time Faculty; *Hazardous Materials; Instructional Effectiveness; Part Time Faculty; Postsecondary Education; Teacher Evaluation
IDENTIFIERS - *National Fire Academy MD

The purpose of this study was to compare student achievement as determined by final test scores of students at the National Fire Academy (Maryland) who were taught either by full-time faculty or by adjunct faculty. All 10 classes of the Chemistry of Hazardous Materials course for the fiscal year 1989 were included in the study for a total of 279 students, of whom 144 were taught by adjunct faculty and 135 were taught by full-time faculty. Scores on the standard final exam were compared using a t test and chi square. Results indicated no statistically significant difference in the mean test scores between the two groups or in the distribution of scores between the groups. Results led to three recommendations: to include the study results in the management report on the effectiveness of adjunct faculty; to continue to utilize adjunct faculty to teach the course; and to conduct similar studies in other curriculum areas. Includes 12 references. (Author/DB)

ED 330 262 HE 024 349

IDENTIFIERS - *Academic Abstention; Jurisprudence

The purpose of this study was to determine the current legal status of U.S. postsecondary education by examining the legal doctrine of academic abstention, a theory by which U.S. jurists have hitherto avoided excessive legal interference with the academic affairs of colleges and universities. Since World War II, however, changes in the student and employee demographics of colleges and universities, changes in the size and governance of higher education institutions, and an increase in judicial activism have brought judicial scrutiny and participation to areas which had long been the exclusive responsibility of academic officials. The theoretical basis and evolution of the doctrine of academic abstention are examined with emphasis on the theory of special expertise, the school's role of "in loco parentis," the discretionary authority of public officials, state-federal comity, the law of private associations, and contract law. An analysis of recent court decisions finds that the judiciary is deferring less to the discretionary authority of the school in such areas as discrimination though it continues to defer to the special expertise of academicians in purely academic areas of decision making. It is noted that the primary responsibility for maintaining academic freedom and autonomy rests with legislators and institutional officials. Fifty-two footnotes provide the study's documentation. (JB)

ED 330 281 HE 024 369

Fuhrmann, Barbara S.; And Others
Black Males in College: An Endangered Species?

PUB DATE - 6 Apr 91
NOTE - 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Failure; Black Education; Blacks; *Black Students; *College Freshmen; College Preparation; College Students; Higher Education; *Males; Sex Differences; Student Motivation; Surveys
IDENTIFIERS - ACT Entering Student Survey; Virginia; Virginia Commonwealth University

Because relatively few black males successfully complete college, this study sought to determine how black male freshmen at a predominantly white university differed from other freshmen in their values, aspirations, and assumptions about college life. In the fall of 1989, the ACT Entering Student Survey, plus 30 locally developed questions, was administered to all freshmen (N=1,728) who participated in New Student Orientation; of these, 1,357, or 79%, responded. Findings indicated that black males were less likely to report top high school grades and rank in class, more likely to have extrinsic rather that intrinsic reasons for being in college, more likely to value athletics, and less likely to report needing academic support services; it was also found that black males relied more on financial aid. Black women, however, appeared to be more successful, despite educational debt, possibly because they tended to enter with better academic records, better study habits and more intrinsically academic motivations for attending college. First semester performance data found only 58% of black males in good academic standing as opposed to 68% of the entire student body. Such results indicate the need for early intervention with students who demonstrate the characteristics of the black males in this study through academic advising and

integrated higher education program in the Federal Republic of Germany. Topics covered include: (1) an overview of the higher educational system in the Federal Republic of Germany (FRG); (2) organization of FRG university studies; (3) university campus life; (4) language test and registration; (5) types of classes; and (6) studying at a German university, university professors, and the administration. Major differences between American and German systems of higher education identified include: the requirement that the student be more independent in the German system; less emphasis on individual courses and more emphasis on examinations in the middle and at the end of the course of studies; and less contact between students and professors. A bibliography of recommended books is provided. (LPT)

ED 330 299 HE 024 420

Grant, Mary Anne
Studying in the French University: A Guide for U.S. Advisors and Students. Working Paper #16.
National Association for Foreign Student Affairs, Washington, DC. Field Service Program.
PUB DATE - Apr 90
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Academic Records; College Environment; College Students; Course Selection (Students); Credits; Cultural Differences; Grading; Higher Education; School Registration; Student College Relationship; *Study Abroad; Teacher Student Relationship; Tests; Transfer Policy
IDENTIFIERS - *France

This guide is designed for student advisors in the United States who are counseling students preparing for a period of study in a fully integrated higher education program in France. The guide covers aspects of the French educational system including the French higher education system, university and academic life, course selection and credit transfer, registration, student/teacher relationship, examinations, the grading system, and academic records. Major differences between American and French systems of higher education include the following: students need to be more independent under the French system; credit is earned primarily by the final examination at the end of the year; programs of study for degrees are strictly defined; and campus life is less organized. A list of books for further consultation is included. (LPT)

ED 330 300 HE 024 421

Parmantie, Miguel A.
Studying in the Spanish University: A Guide for U.S. Advisors and Students. Working Paper #17.
National Association for Foreign Student Affairs, Washington, DC. Field Service Program.
PUB DATE - Apr 90
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Academic Records; College Environment; College

inter-school/inter-departmental uses, and unique by-products; (3) information on interfacing interactive television with other technologies; and (4) individual system profiles of regional districts and their interactive television projects. Maps, contact names, and telephone numbers are included. (DB)

ED 330 320 IR 014 939

Cisco, Ponney G.
Linking Classrooms of the Future through Interactive Telecommunications Network.
Southeastern Ohio Telecommunications Consortium.
PUB DATE - Dec 90
NOTE - 12p.; Paper presented at the Annual Meeting of the American Vocational Association (Cincinnati, OH, December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Delivery Systems; *Distance Education; *Educational Television; Electronic Classrooms; Elementary Secondary Education; Higher Education; *Interaction; Rural Schools
IDENTIFIERS - Ohio (South); *Two Way Television

This document describes an interactive television (ITV) distance education network designed to service rural schools. Phase one of the network involved the installation of over 14 miles of fiber optic cable linking two high schools, a career center, and the University of Rio Grande; phase two will bring seven high schools in economically depressed communities online with ITV capabilities. The scope of the project and management strategies are discussed, and ITV educational goals are listed. An outline of transmission technologies for distance education and a project task chart conclude the paper. (DB)

ED 330 321 IR 014 940

Moore, Michael G.; Thompson, Melody M.
The Effects of Distance Learning: A Summary of Literature. Research Monograph Number 2.
Southeastern Ohio Telecommunications Consortium.
PUB DATE - 90
NOTE - 83p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reference Materials - Bibliographies (131)
DESCRIPTORS - Academic Achievement; Annotated Bibliographies; Curriculum Development; *Distance Education; *Educational Change; Educational Planning; Elementary Secondary Education; Higher Education; *Information Technology; Media Research; *Multimedia Instruction; Policy Formation; Professional Development; Student Attitudes; Teacher Attitudes

After a brief review of the characteristics of distance education, this paper provides a review of the literature covering the research of the 1980s on teaching, learning, educational planning, organization, and policy formation as it relates to the use of communications technology in contemporary distance education. The main focus is on interactive telecommunications media, i.e., audio, video, and computer teleconferencing. The broad field of education is reviewed, including higher and continuing education and K-12 (children's) education. The issues that are identified and discussed are not those concerned with the effectiveness of communications media per se, but the effects that their use has on certain educational variables, particularly on learners' characteristics and problems pertaining to its population. Bibliographic control of Puerto Rican publications is often insufficient and there is a need for an organized and extensive bibliography which covers all disciplines and periods since the island's discovery. Academic libraries are making an effort to develop Hispanic-American collections to support programs for and about Hispanics in the United States, of which a significant proportion are Puerto Rican; consequently, these collections should place an emphasis on Puerto Rican materials in order to support both Puerto Rican studies programs in academic institutions and the Puerto Rican experience in the United States. The main intent of this paper is to present a bibliographic "pathfinder" for Puerto Rican sources in literature which is designed to facilitate studies and research in Puerto Rican literature published on the island as well as by Puerto Ricans in the United States. Its scope encompasses all literary genres published from 1980 to the present, and most of the materials included are written in Spanish, although some sources in other languages are provided. The 41 citations provided include bibliographies, indexes, dictionaries, handbooks, anthologies, conference papers, and periodicals. (13 references) (Author/MAB)

ED 330 341 IR 053 503

Selbert, Daphne
The Small Academic Library and Its Encounter with Technology: A Study of the Use of Online Searching and CD-ROM Technology in Small Private Colleges in Illinois.

PUB DATE - Nov 90
NOTE - 17p.; Paper presented at the Illinois Library Association Conference (Urbana, IL, November 8-9, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Libraries; Budgeting; Databases; Higher Education; *Information Technology; Integrated Library Systems; *Library Role; Library Surveys; *Online Searching; *Optical Data Disks; *Small Colleges
IDENTIFIERS - Illinois

This examination of the impact of technology on the educational role of small academic libraries focuses on the information access aspect of technology. Librarians at 26 colleges in Illinois with enrollments of under 3,000 students responded to a survey which measured the libraries' access to databases through online searching and the use of CD-ROM databases. The survey investigated the types of databases used, fee charges for online database searching, amount budgeted for online searching, average number of online searches per week, CD-ROM databases currently used and those under consideration, the arrangement of CD-ROM stations, budget allocations for CD-ROM, and hardware allocations. Responses are tabulated for the survey group as a whole and separately for schools with student enrollments of less than 1,000. The findings of the survey indicate that information access is something which institutions have seriously considered and tailored to their particular needs. While cost is a major consideration for these technological acquisitions, small institutions recognize that access to information is an important function of library services. (13 references) (MAB)

ED 330 342 IR 053 504

PUB DATE - Nov 90
NOTE - 77p.; For Volume II of the study, see IR 053 524.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Blindness; *Braille; Costs; *Evaluation Criteria; Library Circulation; Library Collections; *Library Networks; Library Services; Mathematical Models; National Programs; Operating Expenses; Public Libraries; Statistical Analysis; Tables (Data)
IDENTIFIERS - *National Library Service for the Blind

A study was conducted to determine if the centralization of braille operations for the national free library program would be feasible, economical, and desirable. This report presents the findings of the study in three sections. Section 1 provides background information, a summary of the first phase of operations, and the study objective for phase two. The analysis of distribution presented in Section 2 identifies several criteria that were applicable to the determination of the best distribution network for centralized braille operations, the most important criteria being minimization of delivery time of braille books to patrons, minimization of labor costs, and minimization of occupancy costs. It is noted that this determination required the formulation and evaluation of a mathematical model of the network, and an examination of specific, relevant information on potential locations for the center(s). Section 3 presents macro-level operating procedures, workload requirements, resource requirements, and estimated costs for centralized braille operations. Discussions in this section focus on workload requirements; operating procedures; labor requirements and estimated costs; occupancy requirements and estimated costs; and all other requirements and estimated costs. It was concluded that centralized braille operations would enable the national free library program to realize significant cost reductions, and that both service and available book selection would be improved, as well as the control and accountability of the national collection of braille and the accountability of braille circulation. An executive summary is provided, and appended tables, charts, and maps provide statistical profiles related to these issues. (MAB)

ED 330 360 IR 053 524

Alternative Models of Service, Centralized Machine Operations. Phase II Report. Volume II.
Technology Management Corp., Alexandria, VA.
SPONS. AGENCY - Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE - Nov 90
NOTE - 81p.; For Volume I of the study, see IR 053 523.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Blindness; Cost Effectiveness; *Evaluation Criteria; *Library Networks; Library Services; Models; National Programs; Operating Expenses; Public Libraries; Statistical Analysis; Tables (Data); *Talking Books
IDENTIFIERS - *National Library Service for the Blind

A study was conducted to determine if the centralization of playback machine operations for the national free library program would be feasible, economical, and desirable. An alternative model of playback machine services was constructed and compared with existing network operations considering both cost and service. The alternative model was centralized machine storage, repair, and distribution operations. This report presents the findings of the

Integration; Higher Education; High Schools; Intercollegiate Cooperation; Program Effectiveness; Program Evaluation; State Surveys; *Theater Arts; Two Year Colleges; Universities; *Visual Arts
IDENTIFIERS - *Florida

In 1991, the Florida State Community College System conducted a statewide review of its visual and performing arts instructional programs. As part of the review process, existing data sets were analyzed, three advisory committee meetings and five regional hearings were held, and a survey was distributed to all 24 colleges in the system. In addition, a survey was distributed to secondary school supervisors to evaluate linkages with community colleges. Among the issues examined in the review were the role of the arts; the degree to which entering freshmen have the skills necessary to profit from the programs; community college relations with public schools; the status of course articulation with the state university system; the performance of community college graduates in state universities as compared with native university students; academic advising; the extent to which professional exchanges take place between community college and university faculty; the effectiveness of counseling services for students seeking to transfer; the distribution of minority faculty; equipment needs; and the roles of the Florida School of the Arts, St. Johns River Community College, and the New World School of the Arts. As a result of the review, it was recommended that the system: (1) schedule regular meetings with secondary school supervisors; (2) schedule meetings with university arts faculties to discuss course articulation and portfolio evaluation; (3) seek to recruit more minority faculty; (4) explore avenues to exhibit student art; (5) examine the possibility of employing computer-assisted instructional methods; and (6) assess the need for an associate in fine arts degree. Appendixes include the survey instruments, the names of hearing attendees, and a list of 12 recommendations. (JMC)

ED 330 379 JC 910 151

Visdos, Robert J.; Malley, Mary R.
Report on U.S. Department of Labor Programs and Funding through the Job Training Partnership Act (JTPA), 1990.
NETWORK: America's Two-Year Coll. Employment, Training, and Literacy Consortium, Cleveland, OH.
PUB DATE - 22 Jan 90
NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Basic Skills; *College Role; Community Colleges; Delivery Systems; Dislocated Workers; *Employment Programs; Federal Aid; *Federal Programs; Financial Support; *Job Training; Labor Force Development; *Labor Legislation; Minority Groups; Postsecondary Education; Resource Allocation; Secondary Education; Two Year Colleges; Veterans Education; Vocational Education; Youth Employment
IDENTIFIERS - *Job Training Partnership Act 1982

Designed to assist two-year colleges in increasing their level of involvement in the delivery of services under the Job Training Partnership Act (JTPA), this report describes the JTPA, reviews the role of two-year colleges in JTPA service delivery, and provides information on fiscal year (FY) 1991 JTPA funding availability and levels. Following a letter directed to potential community college service providers, section I describes JTPA legislation, reviewing the specific title authorizations and FY91 community college students planning to major in teacher education; courses available in teacher education at the colleges; the number of credit hours generated in teacher education courses; methods used to promote teacher education; and articulation agreements between community colleges and four-year institutions. Study findings included the following: (1) statewide employment outlook data anticipate teacher shortages in math, science, special education, and bilingual education through the year 2000; (2) during fall 1990, the 38 districts reporting data identified 9,439 students planning to major in teacher education; (3) during fall 1990, a total of 951 teacher education courses were approved in the Illinois community colleges; (4) credit hours produced in teacher education in 1990 decreased relative to the number of credit hours produced across all baccalaureate/transfer programs; (5) frequently mentioned promotional approaches included brochures and newsletters; and (6) 22 colleges reported teacher-education articulation agreements with four-year institutions. Data tables, references, and a list of promotional methods used at selected community colleges are included. (JMC)

ED 330 396 JC 910 181

Clagett, Craig A.
Student Outcomes: Annual Summary Report. Report to the Board of Trustees BT91-3.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE - Apr 91
NOTE - 22p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Academic Achievement; *College Graduates; *College Transfer Students; Community Colleges; Education Work Relationship; *Employment Patterns; Majors (Students); Minimum Competency Testing; *Outcomes of Education; Participant Satisfaction; School Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS - Prince Georges Community College MD

Each year a study is conducted at Prince George's Community College (PGCC) to update student outcomes data using quantifiable measures of student achievement. Data for the 1991 study were obtained from Maryland state databases, the University of Maryland (UM) system, and surveys of all fiscal year (FY) 1989 graduates. Of the 897 Associate of Arts (A.A.) degree or certificate recipients surveyed, 427 responded. Study findings included the following: (1) 89% of the FY 1989 graduates were employed, and 59% of the employed graduates were working in a field related to their PGCC major; (2) 90% of the 1989 graduates of PGCC nursing and allied health technology programs were employed in related fields, compared to only 59% of the criminal justice and paralegal studies graduates; (3) within the three occupational programs with less than 80% job placement rates, over 33% of the students were continuing their education; (4) 45% of the respondents had taken courses at another college since graduating; (5) nearly 75% of the PGCC students who transferred to a four-year institution did so without earning a degree from PGCC; (6) two-thirds of the graduates of transfer programs were attending a four-year institution within a year of graduation; (7) less than 20% of the students starting their college careers as full-time students at PGCC had graduated from the college within four years of entry; and (8) of the 2,081 fall 1990 entering PGCC students who took the reading, writing, and math sections of the Comparative Guidance focuses on bonding with BCC and contains six checklists addressing the goals of developing personal and special relationships with counselors, instructors, and academic advisors; developing a sense of pride as a BCC student; and learning to utilize the college's resources. Part III includes 10 checklists dealing with study habits and study skills. Part IV contains seven checklists on life career planning goals, addressing issues of students' interests, abilities, and their understanding of the internal and external factors relevant to achieving career goals. The final section, dealing with work and job satisfaction, includes checklists concerned with choosing and planning for an occupation; developing job-seeking skills; developing necessary workers' traits; and learning to choose optimal work conditions. A goal achievement worksheet, a self-contract for goal implementation, and a list of references are included. (PAA)

ED 330 413 JC 910 207

Magnesen, Vernon A.; Parker, Lynn Sullivan
How To Develop, Market and Manage a Comprehensive Staff and Organizational Development Program.
National Council for Staff, Program and Organizational Development.
PUB DATE - Oct 88
NOTE - 49p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Community Colleges; *Faculty College Relationship; *Faculty Development; Needs Assessment; Organizational Development; *Program Design; Program Evaluation; Program Implementation; *Staff Development; Two Year Colleges; Workshops

This booklet is designed to assist community colleges in the design and implementation of staff and organizational development programs and reviews relevant issues and provides practical ideas for successful development efforts. After chapter I briefly introduces the audience for and intent of the booklet, chapter II describes 12 development program success factors: obtaining top management support; assigning responsibility; tailoring the program to individual college needs; emulating professional seminar/workshop conditions; emphasizing application, not theory; including take-with materials; starting and ending on time; enhancing participants' self-esteem; ending with an action plan; and evaluating results. Chapter III describes specific activities for beginning a development program; e.g., obtaining presidential commitment, assigning responsibilities, and forming and orienting a steering committee. Chapter IV discusses needs assessment activities such as determining current activities and perceived needs, and listing and assigning priorities potential areas of emphasis. Chapter V examines program design, stressing the need to respond to the top three employee desires, include all staff in the planning process, consider overlapping activities, and develop objectives during the planning phase. Chapter VI addresses program implementation considerations, including delivery mechanisms, program marketing strategies, materials development, and sample activities. Finally, chapter VII reviews evaluation and assessment strategies. Appendixes include a survey to assess staff development activities occurring and/or planned, an objectives sheet for a development workshop, and a workshop promotional flyer. (PAA)

ED 330 414 JC 910 210

child abuse cases. Two basic premises are advanced. First, anyone who physically abuses, sexually assaults, or rapes a child has committed a serious crime, regardless of the relationship of the victim to the offender. Second, the most prevalent crisis faced by the criminal justice system, and society as a whole, is not random violence in the streets, but violence perpetrated by individuals who are acquainted with their victims. Most violence is committed by males against women and children. Fathers, stepfathers, husbands, and live-in boyfriends act out in violence against victims who are in a familial or custodial relationship with them. Because other institutions have failed to address this problem effectively, the criminal justice system has become involved. As a result of criminal justice system involvement, the shroud of secrecy veiling the family has been stripped away. Law enforcement personnel now realize that a multidisciplinary approach is required if the problem is to be solved. Education and prevention, and not reliance on criminal prosecution, are the ultimate solution. Medical professionals and the criminal justice system must find ways to work together in the interests of children. (RH)

ED 330 431 PS 019 280

Hewes, Dorothy W.
Early Childhood Commercial Exhibit Controversies: 1890 and 1990.

PUB DATE - 16 Nov 90
NOTE - 13p.; Paper presented at the National Association for the Education of Young Children History Seminar (Washington, DC, November 16, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Historical Materials (060), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Early Childhood Education; Educational History; *Educational Principles; *Instructional Materials; *Kindergarten; *Mass Production
IDENTIFIERS - *Business Role

The controversy over the contrast between early childhood principles and the commercial exhibits at the 1990 annual meeting of the National Association for the Education of Young Children prompted a search for historical antecedents. Research disclosed that the first popular linking of Froebelian kindergarten curriculum and manufactured equipment was Milton Bradley's 1869 Manual for Self-Instruction and a Practical Guide for Kindergartners. Prang, Ernst Steiger, and other companies also published inexpensive books and pamphlets which showed how kindergarten materials should be used. These companies sold "authentic" Froebelian supplies and supplies that were "improved" for the American market. As early as 1879, some American educators were concerned about the corruption of educational principles by the interests of manufacturers and merchants. Throughout the 1880s and 1890s, educators and school supply companies introduced new products through exhibits at the annual meetings of the National Educational Association (NEA). In 1891, brand names first appeared in the NEA reports. Educators William and Eudora Hailmann supported the concept of developmental freedom and opposed dictated activities such as those prescribed in books published by Milton Bradley and E. Steiger. But William Hailmann and the Froebelian kindergarten had little direct influence on U.S. education after the mid-1980s. (RH)

ED 330 432 PS 019 292

Davis, Lynne
The Shaping of Social Policy Agendas: Australian Child Care Policy.

instructional approaches, and resource materials are included. (BC)

ED 330 452 PS 019 461

Levy, Jennifer

Lady Gowrie Child Care Centres: A Brief History.

PUB DATE - 90

NOTE - 7p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Historical Materials (060)

DESCRIPTORS - *Day Care Centers; Early Childhood Education; *Educational History; *Federal Programs; Foreign Countries; *Government Role

IDENTIFIERS - *Australia

Australia's Lady Gowrie Child Centres, established in 1940 in state capitals, represent a continuing commitment to early childhood education by the Australian federal government. The six centers were built with an emphasis on outdoor space in inner-city, high-density, industrial, and slum areas where overcrowding and poor living conditions negatively affect children's health. The Lady Gowrie Child Centres were established in the best traditions of the kindergarten movement. They were compensatory and targeted at improving the lot of working class children and their parents. While establishment of the Centres provided models in terms of buildings, equipment, teaching practices, and research functions, they did little to address the dichotomous attitudes towards care and education that had been entrenched in most Australian states since the 1920s. Today the Gowries operate as multipurpose services providing "long day care," family day care, preschool, occasional care, information and referral services, staff development programs, a library and bookshop, and a range of specialized projects that support children with special needs and rural and remote families. (RH)

ED 330 453 PS 019 463

Oden, Sherri; Ricks, Julie

Follow-Up Study of Head Start's Role in the Lives of Children and Families. Interim Report.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

PUB DATE - Apr 90

NOTE - 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)

DESCRIPTORS - Academic Achievement; Case Studies; *Compensatory Education; Elementary Secondary Education; *Family Life; Followup Studies; *Individual Development; *Outcomes of Education; Parent Attitudes; Social Behavior; Student Attitudes; Student Improvement; Teacher Attitudes

IDENTIFIERS - *Project Head Start; Transition Time

Follow-up case studies conducted at 11 sites across the country concentrated on the role of Head Start in the lives of children and their families and in the students' progress in school. Major research questions addressed were: (1) What have been the life experiences and patterns of children and families from Head Start? (2) In what ways have experiences with Head Start played a role in or made a contribution to the lives of children and families? (3) How have families perceived the effects of aspects of programs on their own families? (4) How well do Head Start graduates adjust to are growth and development; mental and emotional health; personal health; family life and health; nutrition; disease prevention and control; safety and first aid; consumer health; drug use prevention; and community health. The units can be used in sequence for 9-12 months, or they can be used individually at the teacher's discretion. A total of 34 objectives are listed under the 10 topic areas, and each objective includes suggestions for materials and activities to be added to traditional learning centers. Special learning centers are suggested for some objectives. The basic learning strategies used in the curriculum are fully described. Each objective includes variations of activities based on the learning strategies. Additional activities designed specifically for each objective are included. Suggested activities provide opportunities for children's development in the cognitive, physical, emotional, and social domains. The books, songs, poems, rhymes, and fingerplays listed at the conclusion of the document were selected to avoid ethnic and gender stereotyping. (RH)

ED 330 474 PS 019 547

Guddemi, Marcia P.; Duff, R. Eleanor
Messages Sent--Messages Received! A Closer Look at Emerging Moral Behaviors.
PUB DATE - Apr 91
NOTE - 11p.; Paper presented at the Annual Conference of the Association for Childhood Education International (San Diego, CA, April 17-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Elementary School Students; Grade 4; Intermediate Grades; Lying; *Moral Development; *Moral Issues; *Parent Child Relationship; *Parent Influence; *Social Attitudes
IDENTIFIERS - Promises

This article examines selected interactive behaviors and messages currently being communicated in the home and attempts to answer the question: To what extent does a child's response to social and moral incidents resemble or match the parent's response to the same situations? A set of episodes depicting social incidents involving children and adults was developed for administration to children and their parents. Each episode described a problematic situation that required adult intervention with a child or a group of children. Episodes involved problems with: (1) parent-as-witness to events; (2) accidental happenings, with parent at blame; (3) parent and child jointly sharing culpability or blame; and (4) accidental happenings, with neither child nor parent responsible. Responses on a scale ranging from "most permissive" to "least permissive" were gathered from 17 volunteer child/parent dyads. Children in the dyads were fourth-graders enrolled in a private school. Subjects were asked to indicate what they thought would happen next, whether they had ever seen the particular kind of event before, what the event was, and what the actions of the adult were. Findings indicated that responses to situations requiring acceptance or rejection of behaviors with embedded moral dimensions differed in terms of variance and congruence from situations with embedded social conventions. (RH)

ED 330 475 PS 019 548

The Right Start: Promises and Problems in Early Childhood Education. A Position Paper.
New York State School Boards Association, Albany.

preparing students for school will need to take into consideration children's social and intellect readiness. School can be ready for children by using an appropriate curriculum, appropriate staffing, and, in the absence of reliable readiness tests, flexible programming that takes into account individual differences among students at the time of school entry. Such programming can include mixed-age grouping and cooperative learning. (RH)

ED 330 496 PS 019 596

Eisenberg, Leon
What's Happening to American Families? ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Children; *Day Care; Educational Quality; Family Income; *Family Problems; *Family Programs; Family Relationship; Intervention; *Leaves of Absence; Mothers; *Parent Education; Public Policy
IDENTIFIERS - *Child and Family Protective Services; ERIC Digests
Can the contemporary family's problems be solved in ways that seemed effective in the past? The extent to which the family has changed argues in the negative. The American family has been stripped of two of its traditional social functions: serving as a unit for economic production and as a school for the vocational training of children. The first function has been usurped by commercial firms, the second by the state. The family is no longer an interdependent economic unit to which all members contribute. Women's roles in the family have been transformed, and the salience of the family has been markedly reduced. In the modal American family of the 1980s and 1990s, both parents work outside the home. Consequently, children have less time than before to spend with parents. Many children grow up in economic poverty: 21 percent of U.S. children are poor. Among parents under 30 years of age, the figure is 35 percent. Even grimmer, 75 percent of the children of young single-parent families live in poverty. Four policy initiatives are needed to provide family support in these conditions: (1) measures to protect young mothers and their children against poverty; (2) paid parental leave after childbirth; (3) assured access to high quality infant and child day care; and (4) education in parenthood. While implementation of these policies is no panacea, it will cushion children against poverty. (RH)

ED 330 497 PS 019 597

Wheeler, Sue A.
Redesigning an Indoor Preschool Environment To Enhance and Promote Active Learning for Preschool Children.
PUB DATE - 91
NOTE - 325p.; Ed.D. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - *Classroom Design; Enrollment; *Interior Space; *Learning Centers (Classroom); Parent Attitudes; *Preschool Education; Program Design; *Space Utilization; *Student Improvement

available resources for Hispanics; and (6) to maintain periodic needs assessments through the use of focus groups, follow-up meetings and personal interviews. The core educational programs included church and community seminars, health advisory training, neighborhood clinics and technical consultation, translation, and resources. Services of the Center are available to over 8,000 migrants living in a seven-county area. (KS)

ED 330 516 RC 018 064

Rural Health Abstracts and Citations 1980-1987. Part II: Indian Health Care.
North Dakota Univ., Grand Forks. Center for Rural Health.
SPONS. AGENCY - Health Resources and Services Administration (DHHS), Rockville, MD. Office of Rural Health Policy.
PUB DATE - 88
NOTE - 103p.; "Part I: Rural Hospitals" and "Part III: Rural Health Professionals" are not included in ERIC.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Alaska Natives; *Alcoholism; *American Indians; Birth; Cultural Differences; *Diseases; *Drug Addiction; Health Education; Health Facilities; *Health Services; Hypertension; *Mental Health; Pharmacy; Physicians; Pregnancy; Rural Areas; Substance Abuse
IDENTIFIERS - Healing; Medicine Men

Over 300 articles concerning rural health as it pertains to American Indians and Alaska Natives are cited in this bibliography. Most of the articles were published between 1980 and 1988. Abstracts are reprinted verbatim and the bibliography is organized into sections by subject matter. Within each section, annotated citations are listed alphabetically by author, followed by a list of additional citations without abstracts. "Alcoholism & Drug Dependency" includes citations concerning treatment and prevention of alcoholism, characteristics of Indian substance abusers, and sociocultural factors. The "Clinical" section contains citations on infectious diseases, mental illness, diabetes, hypertension, and fertility. The topics of health care professions for Indians, early intervention programs, and community health services are included in "Education and Promotion." "Facilities and Services" lists citations concerning ambulatory care services, pharmacy services, and health care on Indian reservations. "Traditional Medicine" deals with native healing practices, medicine men and women, and childbearing practices. The last section includes "Miscellaneous" articles. The appendix describes services offered by The Center for Rural Health. (KS)

ED 330 517 RC 018 066

Cultural Projects. Indian Education Program. Revised.
Moore Public Schools, Okla.
PUB DATE - 90
NOTE - 43p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - American Indian Culture; *American Indian Education; American Indians; *Cultural Activities; *Cultural Education; Elementary Education; Enrichment Activities; *Handicrafts; *Instructional Materials; Resource Units; Teaching Guides; Toys

The eight projects in this guide, developed for grades K-6, present number of problems: (1) inconsistency in operational definitions; (2) lack of comparability among studies; (3) possibly inappropriate use of bipolar continua to describe learning styles; (4) validity of test instruments across cultures; and (5) dearth of cross-cultural studies on aspects other than field independence/dependence. This paper contains 83 references. (SV)

ED 330 536 RC 018 093

Raftery, Susan R., Ed.; Mulkey, David, Ed.
A Working Regional Conference: The Role of Education in Rural Community Development Conference Proceedings (Roanoke, Virginia, September 22-24, 1989).

SPONS. AGENCY - Appalachia Educational Lab., Charleston, W. Va.; Southeastern Educational Improvement Lab., Research Triangle Park, NC.; Southern Rural Development Center, Mississippi State, Miss.
PUB DATE - Jan 91
NOTE - 73p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Community Development; Community Education; Community Involvement; *Economic Development; *Educational Change; Educational Finance; Elementary Secondary Education; Entrepreneurship; Experiential Learning; Experimental Programs; Human Resources; Leadership; *Rural Education; *School Community Relationship; School District Autonomy; *School Restructuring
IDENTIFIERS - Community Based Education

This proceedings of a conference focusing on the school-community relationship contains eight papers. "A Changing Rural America: The Context for School/Community Development" compares community development with economic development and offers suggestions for rural schools to participate in community development. "Integrating the Local Community into Rural School Curriculum" advocates community-based curriculum which teaches cooperation, the role of citizens, and leadership development. "School Based Community Development: Making Connections for Improved Learning" provides guiding principles for second-order restructuring. "Education as an Investment in Local Community Development" examines the conceptual linkage between education and economic growth and discusses education in a production function framework and reviews research findings on input/output relationships in education. "Successful Community Development Strategies" documents cases in which rural communities have had success in changing their economic circumstances. "Overcoming Barriers to Rural School Leadership in Community Development" presents positive, proactive approaches for personnel decisions, curriculum, community education, educational leadership, and resource attainment. "Building Partnerships for People: Addressing the Rural South's Human Capital Needs" explores the near and long-term human resource issues facing the rural South. Lastly, "Summary of Comments" presents seven propositions based on important points raised during the conference. (KS)

ED 330 537 RC 018 096

Lows, Raymond L.
Financing Rural Education in the North Central Region: A Pilot Study in Illinois.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 89

homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Connecticut students had an average proficiency of 270 compared to 261 nationwide. Many fewer students (Connecticut-19%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 553 SE 052 063

The State of Mathematics Achievement in Delaware: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Delaware; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Delaware, 2,110 students in 30 public schools were assessed. This report describes the mathematics proficiency of Delaware eighth-graders, compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Delaware students had an average proficiency of 261 which was the same as the nationwide average. Many fewer students (Delaware-13%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 554 SE 052 064

amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Montana students had an average proficiency of 280 compared to 261 nationwide. Many fewer students (Montana-23%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 568 SE 052 078

The State of Mathematics Achievement in Nebraska: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *Nebraska; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Nebraska, 2,519 students in 103 public schools were assessed. This report describes the mathematics proficiency of Nebraska eighth-graders, compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Nebraska students had an average proficiency of 276 compared to 261 nationwide. Many fewer students (Nebraska-21%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 569 SE 052 079

The State of Mathematics Achievement in New Hampshire: The Trial teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, West Virginia students had an average proficiency of 256 compared to 261 nationwide. Many fewer students (West Virginia-7%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 583 SE 052 093

The State of Mathematics Achievement in Wisconsin: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP); *Wisconsin

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Wisconsin, 2,750 students in 106 public schools were assessed. This report describes the mathematics proficiency of Wisconsin eighth-graders, compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Wisconsin students had an average proficiency of 274 compared to 261 nationwide. Many fewer students (Wisconsin-20%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

Social Studies 13, Social Studies 23, Social Studies 33: Senior
High Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE - 90
NOTE - 321p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Citizenship Education; Course Content; Course Organization; Critical Thinking; Curriculum Guides; Foreign Countries; Global Approach; High Schools; *History Instruction; Instructional Materials; Learning Strategies; Political Science; *Social Studies; Student Educational Objectives; Teaching Methods
IDENTIFIERS - *Alberta; *Canada

Developed to help Alberta, Canada, teachers implement a new sequence of social studies courses, this teacher resource manual offers suggestions for organizing, teaching, and evaluating the new program, and additional information about the program. It is organized into the following sections and subsections: (1) Teaching Social Studies--social studies program objectives, fundamental goals, thinking and responsible citizenship, teaching strategies, meeting students' needs, and technology in the social studies classroom; (2) Planning for Instruction--planning, evaluation, and planning for the course; (3) Instruction/Evaluation Strategies; (4) Organizational Models and Activities--Social Studies 13--Canada in the modern world, Social Studies 23--the growth of the global perspective, and Social Studies 33--the contemporary world; and (5) Learning Resources. Six appendices also are included. (DB)

ED 330 604 SO 030 254

Dinkelman, Todd D.
Critical Thinking Content in Verbal Problems of the P-SAT and P-ACT . Critical Thinking Reports Number 7.
Illinois Univ., Urbana. Dept. of Educational Policy Studies.
PUB DATE - 90
NOTE - 62p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Academic Achievement; Content Analysis; Content Validity; *Critical Thinking; Educational Research; High Schools; High School Students; Questionnaires; *Standardized Tests; Student Educational Objectives; *Test Content; Testing Problems; Testing Programs; Verbal Tests
IDENTIFIERS - Preliminary American College Test Plus; *Preliminary Scholastic Aptitude Test

Education reformers have been concerned that U.S. schools are not helping to develop in their students critical thinking or reasonable, reflective thinking about what to do or believe. Because of the significant role standardized tests play in measuring student progress, and the way in which they may influence the content and dissemination of what is taught, it is important to know the extent to which standardized tests have critical thinking content. This paper investigates the amount of critical thinking content in the verbal questions of two widely used standardized examinations--the P-SAT and the P-ACT . It was found that the P-ACT , with 31.4% of its verbal based questions determined to contain critical thinking, scored a higher incidence of critical thinking content than did the P-SAT, with only 18.5% of its questions showing any critical thinking content. Whether

EDRS.
PUB TYPE - Books (010)
DESCRIPTORS - *Developing Nations; *Economic Development; Economic Research; Educational Development; *Educational Economics; Educational Opportunities; *Educational Policy; Foreign Countries; International Education; Secondary Education; Social Science Research
IDENTIFIERS - Africa (East); *Kenya; *Tanzania

The relationship between resources devoted to education and the economy of developing nations is explored. The research seeks to understand if and how investment in education translates into increased economic growth and labor productivity. Additionally, the function of education in reducing various dimensions of economic inequality is examined. The two East African nations that are the study's focus, Kenya and Tanzania, have similar levels of income, but they differ markedly in their public policy toward the provision of secondary education and thus in the educational attainment of the labor force. The research findings provide strong backing for the human capital paradigm: educational expansion is shown to raise labor productivity. The results also show that making education less scarce diminishes inequality in access to education and in income. Numerous figures and tables of data appear throughout this volume; a list of 170 references is included. (DB)

ED 330 628 SO 030 343

Doyle, Patricia E.; Fuller, Roger J.
The Jung Curriculum. An Interdisciplinary Curriculum and Resource Packet Designed for Secondary Students.
Oak Hill High School Board of Education, Sabattus, ME. Center for Curriculum Development.
PUB DATE - 90
NOTE - 101p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Academically Gifted; Curriculum Guides; High Schools; Instructional Materials; Learning Activities; *Psychology; Secondary Education; *Secondary School Curriculum; *Symbolism
IDENTIFIERS - *Jung (Carl G)

The ideas and concepts of Carl Jung are the basis for the materials of this curriculum guide for teaching gifted students at the secondary level. Entitled "Man and His Symbols," the guide is organized in five parts: (1) Approaching the Unconscious; (2) Ancient Myths and Modern Man; (3) The Process of Individuation; (4) Symbolism in the Visual Arts; and (5) Symbols in An Individual Analysis. Each part is organized in the following format: introduction; instructional objectives; required activities; pre-test; questions for review; extra reading, research, and projects; for discussion and evaluation; and an insight and a reaction. (DB)

ED 330 629 SO 030 351

Role of Women in Teachers' Organizations in South and South-East Asia.
World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
PUB DATE - 84
NOTE - 76p.; Proceedings of the World Confederation of Organizations of the Teaching Profession Workshop (Bangkok, Thailand, November

to gather demographic information on participants. (JDD)

ED 330 160 EC 300 132

Sciarillo, William G.
Public Law 99-457: Challenges and Opportunities for State Title V Programs. HHS Region III Perinatal Information Consortium. Technical Report Series.
Johns Hopkins Univ., Baltimore, Md. School of Hygiene and Public Health.; Maryland State Dept. of Health and Mental Hygiene, Baltimore.
PUB DATE - 89
NOTE - 72p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Agency Cooperation; At Risk Persons; Community Programs; Compliance (Legal); Delivery Systems; *Disabilities; Early Intervention; Federal Aid; *Federal Legislation; *Health Services; Infants; Medical Services; Preschool Education; Program Descriptions; Special Health Problems; State Programs; Toddlers
IDENTIFIERS - *Education of the Handicapped Act Amendments 1986; Social Security Act Title V

The report relates existing State Title V programs based on the Social Security Act to implications of Public Law 99-457 (the Education of the Handicapped Act Amendments of 1986), especially Part H which authorizes comprehensive coordinated statewide early intervention delivery systems for infants and toddlers with handicaps. In section I, particular attention is given to the Surgeon General's National Agenda for Family-Centered, Community-Based, Coordinated Care for Children with Special Health Care Needs and to block-grant provisions promoting community-based networks and case management services. Section II presents the 14 required components of a statewide early intervention system under the Part H statute and excerpts portions of the Part H regulations, especially those in which the terms "health," "medical," or "Title V" appear. Section III examines opportunities for State Title V programs and is organized around required components of the early intervention system. Section IV, on health and medical services under Part H, stresses that Public Law 99-457 does not fully address the spectrum of health and medical needs of young children, rendering Title V programs still important. Finally, section V reviews State Title V Program roles related to Part H, especially those under Maternal and Child Health and Children with Special Health Care Needs funding. (DB)

ED 330 161 EC 300 133

Woeppel, Patrice
Facilitating Social Skills Development in Learning Disabled and/or Attention Deficit Disordered Second to Fifth Grade Children and Parents.

PUB DATE - 10 Oct 90
NOTE - 70p.; Ed.D. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - Aggression; *Attention Deficit Disorders; Behavior Change; *Behavior Problems; Elementary Education; Games; Group

Parent Involvement Survey: Report for the Seven State Region.

North Central Regional Educational Lab., Elmhurst, IL.

SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE - Jul 90

NOTE - 16p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Reports - Research/Technical (143)

DESCRIPTORS - Age Differences; Delivery Systems; *Disabilities; Elementary Secondary Education; Knowledge Level; *Needs Assessment; *Parent Attitudes; Parent Education; Parent Participation; *Parent School Relationship; Parent Teacher Conferences

IDENTIFIERS - Illinois; Indiana; Iowa; Michigan; Minnesota; Ohio; *United States (Midwest); Wisconsin

A survey was conducted of 50 school districts in the seven state region (Iowa, Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin) to determine the types of support available to parents of children with disabilities and their satisfaction with these supports. Responses of 3,558 parents and guardians (11.9% of total sample) in 41 school districts resulted in findings such as: 50% of parents reported their child had a learning disability; 48% of parents felt well informed about how to work with their schools; 52% did not receive any form of parent training; 20% indicated they received parent training provided by schools; parents desired more written materials (45%), more meetings with teachers (37%), and more parent training (33%); 22% requested no help; and most (64%) elementary and middle/junior high parents met with school personnel once each semester. A detailed analysis of 10 specific survey items by most frequently occurring grade levels and disability groups revealed strikingly similar responses by parents with children in elementary and middle/junior high schools, and parents of children with learning disabilities, speech and language disorders, and behavior disorder/emotional disturbance. Results suggest schools should offer more parent training and encourage the parent/school partnership. Tables detail survey results. (DB)

ED 330 180 EC 300 152

Education of Handicapped Jail Inmates: Report of the Virginia State Crime Commission to the Governor and the General Assembly of Virginia. House Document No. 16.

Virginia State Crime Commission, Richmond.

PUB DATE - 90

NOTE - 72p.; Appendix D, a two-page chronology, has faint, broken type.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS - *Access to Education; Civil Rights; Costs; *Criminals; Delivery Systems; *Disabilities; Elementary Secondary Education; Federal Legislation; Handicap Identification; Legal Responsibility; Postsecondary Education; *Prisoners; *Special Education; State Legislation; *State Programs

IDENTIFIERS - *Virginia

Presented are the results of a study by and recommendations of the Virginia State Crime Commission to develop a program of appropriate education for jail inmates with disabilities. Four public hearings resulted in seven findings, including the following: federal law requires the states to provide special education to handicapped inmates; Virginia's plan would be the

Ohio State Dept. of Education, Columbus. Div. of Special Education.
PUB DATE - Feb 90
NOTE - 26p.; For a related document, see EC 300 170.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Ability Identification; *Educational Policy; Elementary Secondary Education; Eligibility; *Gifted; Records (Forms); Referral; School Policy; Special Programs; State Legislation; Student Evaluation
IDENTIFIERS - *Ohio

These guidelines aim to support Ohio school districts in the development and implementation of procedures for referring, assessing, and identifying gifted children, grades 1-12. The guidelines cite relevant state legislation and offer a sample policy statement. Procedures for identification involve the following phases: review existing data relative to abilities; refer or nominate; compile and analyze data; identify; and report. Answers are provided to questions commonly asked about identification procedures. Forms are provided for data collection, parent/community member nomination, teacher recommendation, and reporting child counts to the Ohio Department of Education. (JDD)

ED 330 200 EC 300 172

Identification of Gifted Children in Ohio: Annual Report.
Ohio State Dept. of Education, Columbus. Div. of Special Education.
PUB DATE - Sep 90
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS - *Ability Identification; *Delivery Systems; Elementary Secondary Education; Eligibility; *Gifted; School Funds; Special Programs; State Aid; State Programs
IDENTIFIERS - *Ohio

This report provides information regarding identification and education of gifted children in Ohio, based on data obtained from school districts on June 15, 1990. The report presents data on the number of gifted children who were identified, who received services in state-funded units, who received services in locally funded units, and who did not receive appropriate services. The report also considers duplicated counts, as students' abilities are identified in four separate areas (superior cognitive ability, specific academic ability, creative thinking, and visual and/or performing arts.) A total of 202,726 children were identified as gifted, or 11.49% of the student population (including duplicated counts.) Students receiving services through state-funded units totalled 25,831 while locally funded units served 50,292 students and 126,603 children were not served. Data are presented in order to evaluate the state's progress toward: identification of all gifted children in accordance with state legislative mandates; provision of services for identified gifted children; and the future needs for state resources. (JDD)

ED 330 201 EC 300 173

Adams, Lois; And Others
Colorado Options: A Handbook of Post Secondary Services for Students with Learning Disabilities.
Colorado State Dept. of Education, Denver. Div. of Special Education

Mrowicki, Linda
Developing VESL Materials for the Job-Site.
Northwest Educational Cooperative, Arlington Heights, IL.
SPONS. AGENCY - Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE - May 83
NOTE - 95p.; Some pages may not reproduce well due to small print or unclear type; best copy available. For a related document, see FL 800 202.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Curriculum Design; Instructional Materials; Learning Activities; *Literacy Education; *Material Development; *Refugees; Second Language Instruction; *Teacher Education; *Vocational English (Second Language); Workshops
IDENTIFIERS - Site Visits

A workshop is described that trains teachers of vocational English as a Second Language (VESL) how to identify the language needs of and develop lessons for a particular job or job site. The workshop, one of a series of four designed to improve the skills of refugee service provider staff, was offered twice in 1982 and 1983. Activities included presentations on the functional approach to English-as-a-Second-Language (ESL) instruction and the process for language gathering, visits to a variety of companies, and hands-on VESL lesson writing. The report outlines the workshop agenda and objectives, presents an article on workers' language needs and the summary of employer responses to a Utah VESL program, gives an overview of the entire process of VESL material development, suggests procedures for visiting the job site, offers resources to assist in the process of identifying the roles and communication functions relating to the job site in question, and presents lessons developed by workshop participants. Work contexts for the sample lessons include an assembly factory, a bank, a hotel, a machine tool and welding factory, and food services. Lessons address a variety of different jobs within those contexts. A brief list of resources is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 330 222 FL 800 202

Mrowicki, Linda
Developing a Job Club Curriculum.
Northwest Educational Cooperative, Arlington Heights, IL.
SPONS. AGENCY - Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE - Apr 83
NOTE - 85p.; Some pages may not reproduce well due to small or unclear type; best copy available. For a related document, see FL 800 195.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adult Education; *Curriculum Design; *Employment Potential; *Job Search Methods; Lesson Plans; *Limited English

NOTE - 156p.; For the related Commission report, see HE 024 318.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - General (140), Collected Works - General (020)
DESCRIPTORS - Building Plans; Cost Estimates; Educational Finance; *Educational Planning; Enrollment; *Futures (of Society); *Higher Education; *Long Range Planning; Planning Commissions; Population Trends; Postsecondary Education; State Colleges; State Universities; Trend Analysis
IDENTIFIERS - *California

This report contains six papers prepared for the California State Postsecondary Education Commission as part of the Commission's long-range planning responsibilities during 89-90 and as background for the Commission's January 1990 report, "Higher Education at the Crossroads. Planning for the Twenty-First Century." The first paper explains the Commission's role in long-range planning for education beyond high school in California and then reviews how enrollment and capital outlay planning is currently conducted. The second paper describes how California's three public segments of higher education and the Commission have estimated the cost of building new campuses. The third paper explains how the Commission has calculated annual per-student costs of operating California's public colleges and universities. The fourth paper reviews national and State evidence about the financial and educational impact of year-round operation through State-supported summer-quarter programs. The fifth paper reports on the capacity of member institutions of the Association of Independent California Colleges and Universities to enroll more California students and the cost implications for the State of encouraging this enrollment. The last paper describes examples in several states of two-year and four-year colleges and universities sharing sites and facilities. Papers are usually referenced and contain supplementary materials where appropriate. (GLR)

ED 330 242 HE 024 318

Higher Education at the Crossroads: Planning for the Twenty-First Century. Report 90-1.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Jan 90
NOTE - 62p.; For background papers to this document, see HE 024 317.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - General (140), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Community Colleges; Educational Demand; Educational Facilities Planning; *Educational Planning; Enrollment; *Enrollment Projections; *Enrollment Trends; Financial Needs; *Futures (of Society); *Higher Education; *Long Range Planning; State Colleges; State Universities; Trend Analysis
IDENTIFIERS - *California

This report is the product of nearly 2 years' work by the California State Postsecondary Education Commission on how the State of California should prepare for enrollment increases in higher education through the year 2005. The six sections of the report cover trends that will influence enrollment demand; the current growth plans of the state's higher education systems for expansion; the capital outlay and operating budget consequences of this planned growth; the state's ability to support this growth; and alternatives to growth. Based on the five fundamental assumptions of the recently concluded Master Plan review process, the Commission recommended that: (1) the state should prepare for 70,000 new students by the year 2005; (2) no commitments on expansion plans should be made until voters allow the state a

Sherman, Lawrence W.
Cooperative Learning in Post Secondary Eduction: Implications from Social Psychology for Active Learning Experiences.

PUB DATE - Apr 91
NOTE - 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classroom Techniques; *Cooperative Learning; Educational Methods; Experiential Learning; Group Discussion; Grouping (Instructional Purposes); Higher Education; *Learning Theories; Psychology; Questioning Techniques; *Social Psychology; Student Participation; Student Projects; *Teaching Methods

The paper briefly discusses pedagogical theory underlying the application of cooperative learning strategies in postsecondary environments and describes specific cooperative pedagogical strategies. Most of the paper consists of descriptions of the following exemplary cooperative learning techniques, with supporting data when available: (1) Aronson's Jigsaw Classroom (in which material to be learned is apportioned among student groups who teach their expertise to the rest); (2) Dansereau's scripted dyadic model, in which pairs of students exchange multiple oral summaries of brief sections of text material; (3) Fantuzzo's reciprocal peer tutoring (pairs of students test each other in preparation for a class test); (4) Johnson, Johnson, and Smith's structured controversy (students are assigned to support opposing sides of an issue); (5) Lyman's Think-Pair-Share technique (pairs of students discuss individual responses and then share with the whole group); (6) Miller and Spencer's roundtable (students brainstorm their responses); (7) Sharan's group investigation model (small groups investigate and prepare presentations on a subtopic); (8) Sherman and Woy-Hazleton's student team project (student groups work on a real community problem); and (9) Sherman's dyadic essay confrontations (students compose and share sample essay questions). Approximately 100 references accompany the theoretical portion of the paper, and an appendix includes an annotated bibliography of 58 items. (DB)

ED 330 263 HE 024 350

Minority Recruitment Admissions & Retention in Postsecondary Education.
Office for Civil Rights (ED), Washington, DC.
PUB DATE - Dec 88
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - General (130)
DESCRIPTORS - *Affirmative Action; *Civil Rights Legislation; *College Admission; Federal Legislation; *Federal Regulation; Higher Education; Minority Groups; Postsecondary Education; Racial Balance; School Desegregation; *School Holding Power; *Student Recruitment
IDENTIFIERS - *Civil Rights Act 1964 Title VI

support. Included are one data table and eight references. (JB)

ED 330 282 HE 024 370

Hooker, Jane; And Others
Archives of the Tennessee College Women's Sports Federation.
Memphis State Univ., Tenn. J. W. Brister Library.
PUB DATE - Nov 90
NOTE - 43p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - *Archives; Codes of Ethics; *College Athletics; Groups; Higher Education; *Intercollegiate Cooperation; *Womens Athletics
IDENTIFIERS - Association for Intercoll Athletics Women; Institutional History; *Tennessee College Womens Sports Federation; United States (South)

This guide to the archives of the Tennessee College Women's Sports Federation (TCWSF), now dissolved, details the contents of the 13 cartons of materials which constitute the TCWSF collection. Materials are organized into series under particular topics. The guide describes the arrangement of documents in each series and then lists the contents of each container. The eight archival series are: (1) TCWSF Administrative Series (organizational and administrative documents); (2) TCWSF Ethics and Eligibility Series (applications and correspondence, protests, violations, complaints and appeals, and statistical information on players, scholarships and championships); (3) TCWSF Tournament Series (programs, financial statements, correspondence, score sheets etc.); (4) Association for Intercollegiate Athletics for Women (AIAW) Southern Region II Series (administrative and tournaments documentation); (5) AIAW Series (administrative, tournament and legal materials regarding AIAW); (6) Women's Sports Organization Series (correspondence, directories, guidelines, etc. from various women's organizations); (7) State Series (constitutions, guidelines and handbooks of states other than Tennessee); and (8) Publication Series (miscellaneous periodicals and publications). The guide also includes a narrative history of TCWSF detailing its origins, developments and achievements. Also included are lists of TCWSF officers and member schools and profiles of Federation presidents. (JB)

ED 330 283 HE 024 371

Swick, Herbert M.; And Others
Fostering the Professional Development of Medical Students.

PUB DATE - Apr 91
NOTE - 26p.; Paper presented at the American Educational Research Association Annual Meeting (Chicago, IL, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Curriculum Development; Curriculum Evaluation; Decision Making; *Evaluative Thinking; Higher Education; Intellectual Development; *Medical Education; *Medical Students; *Professional Development; Student Attitudes; *Student Development; Theories
IDENTIFIERS - Chickering (Arthur); Measure of Intellectual Development; *Medical College of Wisconsin; Perry (William)

During the decade of the 1980s, rapid changes in the nature of medical practice and in patterns of health care delivery

Students; Course Selection (Students); Cultural Differences; Educational Change; Foreign Countries; Grading; Higher Education; *Study Abroad; Universities
IDENTIFIERS - *Spain

This guide, primarily intended for U.S. university students who, with the aid of a study abroad adviser, wish to enroll into a Spanish university as part of a U.S. undergraduate degree program, provides information on various aspects of the system of higher education in Spain. Topics covered include: selection of the Spanish university; life and language on the Spanish campus; and course selection, studies, and examinations. Major differences identified include: university education in Spain is generally rigid in structure; campus overcrowding is a problem; the lecture method predominates; and urban housing is both scarce and expensive. (LPT)

ED 330 301 IR 014 915

Pedras, Melvin J.; Jackson, Christi
Elementary School Technology Education: A Modular Resource Package.

SPONS. AGENCY - Education and Human Services Consortium, Washington, DC.
PUB DATE - 91
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Communications Satellites; *Computer Assisted Instruction; *Educational Technology; Elementary Education; Elementary School Teachers; Learning Modules; Microcomputers; Problem Solving; Teaching Methods; *Technological Literacy; Telecommunications

The three learning modules in this package are designed to provide elementary school teachers with exploratory level learning activities that will encourage students to understand technology and become technologically literate. The package is organized around the following major content areas: (1) computer technology--in which students use microcomputers in computer assisted instructional programs; (2) problem solving--in which students learn a method for practical problem solving; and (3) communications technology--in which a history of communications and telecommunications is provided along with a discussion of telephones and communications satellites. The three modules are structured so that they can be used individually or together as a unit of technology instruction. Each module includes a title sheet, rationale and purpose, goal statement, performance objectives, list of tasks, suggested application activities, and elementary subject-matter correlation. It is suggested that modules be used as an enhancement to existing curriculum. Lists of technology resource journals and computer programs conclude the report. (26 references) (DB)

ED 330 302 IR 014 916

Pelton, Joseph N.
Technology and Education: Friends or Foes?

PUB DATE - 90
NOTE - 27p.; Paper presented at the World Congress of the International Council for Distance Education (15th, Caracas, Venezuela, November 4-10, 1990).
LANGUAGE - English

achievements and attitudes, on teachers' achievements and attitudes, on course design and curriculum issues, on cost, administration, and organization, and policy making in education. Discussions of the implications of the research findings include the need for strategic planning, media selection and usage, the quality of interaction, documentation, and policy research. A 94-item annotated bibliography is provided. (DB)

ED 330 322 IR 014 941

Perriault, Jacques
Feasibility Study on Distance Learning in a Wider Europe. (Interim Report 1990).
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE - Jan 91
NOTE - 24p.; Paper prepared for a meeting of the Council for Cultural Cooperation (Strasbourg, France, April 10-12, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Continuing Education; *Distance Education; Educational Strategies; *Feasibility Studies; Foreign Countries; Higher Education; *Information Networks; International Organizations; International Programs; Postsecondary Education; Vocational Education
IDENTIFIERS - *Europe

This report discusses the first phase of a feasibility study to determine the current status of distance education in Europe and to propose a coordinated international program of distance education for higher education and vocational training education. The first section presents the options agreed upon by the representatives of education ministries who had been consulted at a June 26, 1990 distance education meeting in Strasbourg. The second section analyzes some of the international activity in distance education in 1990, and discusses the Council of Europe's part in that activity. It is noted that the use of distance education technologies has caused several changes in teaching and educational strategies. These changes and a discussion of obstacles to distance education are included in section 3. The final section describes ways in which distance education may stabilize in the future, and ways to strengthen the link between distance education and social objectives through the development of information networks. Appended are the minutes of the June 26 meeting on the feasibility of a pan-European distance learning resource, and proposals for action in 1991, which include studies and reports, training of specialists, and topics for seminars. (DB)

ED 330 323 IR 014 942

Occasional Papers in Distance Education: Number 10.
Charles Sturt Univ.-Riverina, Wagga Wagga (Australia). Div. of External Studies.
PUB DATE - Dec 90
NOTE - 35p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - General (020), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Computer Assisted Instruction; Computer Managed

Allen, Bryce

Technological Capabilities and Human Constraints: Automation and Organizational Change in Academic Libraries.

PUB DATE - 8 Nov 90

NOTE - 4p.; Paper presented at the Illinois Library Association/College and Research Libraries Forum Fall Conference (Urbana, IL, November 8-9, 1990).

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)

DESCRIPTORS - *Academic Libraries; *Change Strategies; Higher Education; Job Performance; *Labor Relations; Library Administration; *Library Automation; Library Personnel; *Organizational Change; Organizational Development; *Organizational Theories; Technological Advancement

Arguing that technological change often affects the organizational structure of library workplaces, this paper presents two alternative approaches to the implementation of change in organizational structures, provides several examples of each approach, and suggests related reading materials. It is noted that the configurational approach concentrates on the capabilities for organizational change provided by automation, while the coactivational approach focuses more on the human side of the organization, taking into account the need for communication and interaction among employees. Library managers are advised to consider both the configurational and coactivational perspectives when planning for library automation. Two caveats are given: (1) if used by itself, the configurational approach can destroy patterns of coactivation; and (2) if the coactivational approach is implemented alone, too much attention may be focused on current patterns of interaction between employees and new patterns of interaction may not be predicted that might produce motivation and productivity in a new organizational structure. It is concluded that managers may more successfully implement change in libraries if they combine a knowledge of technical capabilities with a concern for the constraints posed by patterns of human interaction. (MAB)

ED 330 343 IR 053 506

Information Literacy and Education for the 21st Century. Toward an Agenda for Action. (Leesburg, Virginia, April 14-16, 1989).

American Association of School Librarians, Chicago, Ill.; National Commission on Libraries and Information Science, Washington, D. C.

SPONS. AGENCY - Council on Library Resources, Inc., Washington, D.C.; Gaylord Bros., Liverpool, NY.; OCLC Online Computer Library Center, Inc., Dublin, Ohio.

PUB DATE - Apr 89

NOTE - 103p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE - Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS - *Educational Change; *Educational Objectives; *Elementary School Curriculum; Elementary Secondary Education; Higher Education; Learning Resources Centers; *Research Needs; School Administration; School Libraries; *Secondary School Curriculum; *Teacher Education; Technological Literacy; Theory Practice Relationship

IDENTIFIERS - *Information Literacy

This publication summarizes an invitational symposium which was study in three sections. Section 1 presents a summary of the first phase of operations and the study objective for phase two. Section 2 identifies several criteria that are important to the network's distribution (e.g., minimization of delivery time of machines to patrons, labor costs, and occupancy costs); presents a profile of the network, estimates of delivery time, and calculations of the centroid or "center gravity" of the recorded book readership to be close to St. Louis, Missouri; presents one, two, and more than two central distribution centers scenarios; examines prevailing labor and occupancy costs; and describes the best configuration for central distribution. Section 3 presents macro-level operating procedures, workload requirements, resource requirements, and estimated costs for centralized machine operations. The discussion in this section focuses on workload requirements (readership to be served, repairs to be performed, circulation to be generated, inventory to be stored); operating procedures; labor requirements and estimated costs; estimated occupancy requirements and costs (facility space required for machine storage and other than machine storage, total estimated occupancy requirements and costs); and all other requirements and estimated costs. It was concluded that, although the estimated operating costs indicate that both of two scenarios for centralized machine operations would be more expensive than the current system, the national library service should not discard the concept of machine operation centralization, and four reasons are given for this recommendation. An executive summary is provided, and 25 appended tables, charts, and maps provide statistical profiles related to these issues. (MAB)

ED 330 361 IR 053 525

Bordelon, Kathie
Books for Gerstner Field Aviators: The Mexican Border Traveling Library Service and ALA in Southwest Louisiana during World War I.
McNeese State Univ., Lake Charles, LA.
PUB DATE - 90
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Historical Materials (060), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Library Circulation; Library Collection Development; *Library Services; *Military Air Facilities; Special Libraries; *United States History; World War I

This paper examines the efforts made by the American Library Association (ALA) and the Mexican Border Traveling Library Service (MBTLS) to ensure that remote World War I outposts, such as the Gerstner Field aviation and military training camp in Louisiana, would have adequate library service. A history of the MBTLS' early organizational success, the ALA's cooperation with the MBTLS and the Young Men's Christian Association (YMCA), and descriptions of the establishment of Gerstner Field's circulating library building are presented. Also provided are details of how the library later fell under the jurisdiction of the MBTLS under the directorship of Harriet C. Long and grew to a collection of several thousand volumes before it was disbanded after the end of the war. (30 references) (MAB)

ED 330 362 IR 053 526

Curriculum Development for the Training of Personnel in Moving Image and Recorded Sound Archives.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

funding available for summer youth employment and training programs; employment and training assistance for dislocated workers; programs for Native Americans, and Alaskan and Hawaiian natives; training programs for migrant farm workers; and employment programs for veterans. Section II presents two United States Department of Labor fact sheets reviewing program highlights for the JTPA and the Economic Dislocation and Worker Adjustment Assistance Act (EDWAA). Section III contains a copy of a training and employment guidance letter from the Assistant Secretary of Labor which reviews the purposes of, background to, and guidelines for participation in the JTPA and the Job Opportunities and Basic Skills (JOBS) programs. Included in this section are reference materials and information on the JOBS program, including features that affect activities and responsibilities under the JTPA. In addition, this section provides policy guidance regarding the role that JTPA providers, the State Job Training Coordinating Councils, and private industry councils should play in JOBS. (JMC)

ED 330 380 JC 910 152

Results of the 1989-90 NETWORK Survey of Two-Year College Involvement in Employment, Training, and Literacy.
NETWORK: America's Two-Year Coll. Employment, Training, and Literacy Consortium, Cleveland, OH.
PUB DATE - 29 Nov 90
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - College Role; Community Colleges; Delivery Systems; *Employment Programs; *Federal Programs; Job Skills; *Job Training; Labor Force Development; Labor Legislation; Literacy Education; National Surveys; Questionnaires; Remedial Instruction; *Two Year Colleges; *Vocational Education
IDENTIFIERS - Contract Training; *Job Training Partnership Act 1982

In 1989-90, a survey was conducted of two-year colleges nationwide to determine their level of involvement in the delivery of employment, training, and literacy services to public sector agencies and business and industry. The study focused particularly on those services funded under the Job Training Partnership Act (JTPA), the Job Opportunities and Basic Skills (JOBS) Training Program, and the Carl D. Perkins Vocational Education Act; and on services offered to improve the productivity of the local workforce. Usable responses were received from 384 of the 1,126 institutions surveyed. Study findings included the following: (1) 71.35% of the responding institutions operated local JTPA programs, and 29.17% operated state JTPA-sponsored programs; (2) 14.58% offered programs sponsored through JOBS on a state or local level; (3) 38.8% were involved in other sponsored employment, training, and literacy services; (4) more than 50% of the respondents offered occupational classroom training, basic education/remedial services, pre-employment skills training, direct placement services, and general educational development (GED) preparation; (5) in fiscal year 1989, respondents received between $47,425,00 and $114,999,721 in JTPA funding, representing an average cost of between $401.53 and $973.67 per participant; (6) 54.43% provided customized training services, 37.76% delivered workplace literacy services, 14.58% provided outplacement services; and 17.45% delivered other services to business and industry; (7) 36.2% of the respondents received less than $50,000 in private sector contracts for fiscal year 1989, 19.01% received between $50,001 and $150,000, 14.32% received between $150,001 and

and Placement test, 60% needed remediation in at least one area. Data on the grade point averages of transfer students at specific four-year institutions in Maryland, and data tables indicating the educational background of the entering 1990 cohort are included. (GFW)

ED 330 397 JC 910 182

Seppanen, Loretta
Adult Basic Education in Washington Community Colleges: A Follow-up Study.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE - Mar 91
NOTE - 31p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Adult Basic Education; Adult Students; Basic Skills; Community Colleges; Followup Studies; *High School Equivalency Programs; Interviews; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; *Self Esteem; Student Attitudes; *Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS - *Washington

In 1990, a follow-up study was conducted of former students from the Adult Basic Education (ABE) and General Educational Development (GED) programs in Washington community colleges to assess the impact of these programs on the students. Data were gathered from the Student Management Information System and from interviews with 182 students who left the program at the end of the winter 1989 quarter. The interviews were conducted by the State Superintendent of Public Instruction 15 months after the students had left the program. Study findings included the following: (1) the most frequently cited goal for enrolling in the program (given by 77% of the respondents) was to "feel better about myself"; (2) 80% of the respondents for whom improving basic skill was an important goal stated that they had met this goal either partially or completely; (3) of the respondents who had enrolled to prepare for further education, 21% indicated that they had met this goal completely, and 35% stated that they had met the goal at least partially; (4) former students in the 25 to 30 year old age group were the least likely to have pursued further formal education since leaving the program; (5) 50% of the respondents for whom goals related to employment were important indicated that they had partially or somewhat met their goals; (6) 30% of the respondents indicated that they were earning more money after the program, and, of this group, 78% attributed the increase to skills gained in courses; and (7) 77% of the respondents stated that life had changed for the better since first starting the classes. Student demographic data and a discussion of the interview methodology are appended. (GFW)

ED 330 398 JC 910 184

Koltai, Leslie; Wilding, Michael
The Status of Science, Engineering, and Mathematics Education in Community, Technical, and Junior Colleges.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY - National Science Foundation, Washington, D.C.
PUB DATE - 91
NOTE - 72p.
LANGUAGE - English

Tronvig, Jill; And Others
Relationship between Student Progress in College and Successful Completion of English and LERN Classes. Focus Study. AB 1725 Accountability Model Study.
Mount San Antonio Community Coll. District, Walnut, CA.
PUB DATE - Mar 91
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Academic Achievement; *College English; Community Colleges; Comparative Analysis; *Course Evaluation; *Grades (Scholastic); Graphs; Predictor Variables; Tables (Data); Trend Analysis; Two Year Colleges; Two Year College Students; Withdrawal (Education)
IDENTIFIERS - Assembly Bill 1725 (California)

In 1990, a study was conducted at Mt. San Antonio College to examine the relationship between students' successful completion of English and Learning Resources Network (LERN) courses and the completion of other college courses during the same semester. The study population included all students who were enrolled in either English 1A, 68, 67, or LERN 76 courses during the fall terms 1987, 1988, and 1989. Over the 3-year period, these four courses enrolled a total of 7,230, 8,201, 3,369, and 1,325 students, respectively. Successful students were defined as those who received a grade of "C" or better in the English or LERN courses. Study findings included the following: (1) 64.5% of the total population of successful English 1A students and 60.8% of successful English 68 students also completed two or more additional classes in the same semester, as compared to 37.2% of the unsuccessful students; (2) 63.6% of the successful LERN 76 students also completed two or more additional classes in the same semester, compared to only 20.1% of the unsuccessful students, and only 22.3% of the students who withdrew from the LERN courses; (3) 43.1% of the successful English 67 students completed two or more other fall term classes, compared with 20.6% of the unsuccessful students; (4) there was a strong relationship between students' grades in English 1A, English 68, English 67, and LERN 76 and total units completed in the same term; and (5) results were similar across all three terms for each class studied. For each of the courses studied, graphs providing year-by-year data and three-semester data summaries are included. (JMC)

ED 330 415 JC 910 211

Morris, Harold J.
Administrative Directives: A Measure of the Degree of Acceptance as Perceived by Classroom Teachers in Public Community Colleges in Mississippi.

PUB DATE - 11 Nov 90
NOTE - 26p.; Paper presented at the Annual Conference of the Southern Regional Council on Educational Administration (Atlanta, GA, November 11-13, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Speeches, Conference Papers, 'Papers Presented at...' (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Administrator Attitudes; College Administration; Community Colleges; *Cooperation; Faculty College Relationship; Intergroup Relations; *Organizational Effectiveness; Politics of

PUB DATE - Jul 90
NOTE - 17p.; Paper presented at the Social Policy Association Conference (Bath, England, July 10-12, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Historical Materials (060), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Day Care; Early Childhood Education; *Employed Women; Federal Government; *Federal Legislation; *Feminism; Foreign Countries; *Government Role; Policy Formation; Public Policy; Social History; World War II
IDENTIFIERS - *Australia; Social Policy

Two key periods in the history of Australian child care policies are examined and speculative comparisons with British policies are made. During World War II, perceptions of the need for organized child care in Australia were tied almost exclusively to the war-related need for women's labor. During 1942, the question of child care for children of women war workers received considerable public attention and opposition. In early 1943, the government reluctantly acceded to the many demands for child care provision by introducing an experimental program in which a small number of philanthropic organizations were to be given funds to expand existing services. On Christmas Eve, 1945, the organizations were informed that the experiment in child care had come to an end. It was not until 1972 that the Australian government once more became involved in child care policy by introducing the Child Care Act. Parallels between the World War II period and the post-1972 period are numerous. In recent years, child care issues have moved from the periphery to the mainstream of the political agenda and there has been a massive expansion of public expenditure on child care provision. These changes have occurred as a result of the large rise in the employment of women with young children and the increased significance of their contribution to household earnings. (RH)

ED 330 433 PS 019 294

Goddard, H. Wallace
Assuring Successful Extension Workshops.

PUB DATE - 10 Nov 90
NOTE - 7p.; Paper presented at the NCFR Pre-Conference Cooperative Extension Meeting (Seattle, WA, November 10, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Educational Principles; *Parent Education; *Program Effectiveness; *Workshops

This paper lists and briefly describes principles that were used to conduct a successful parenting workshop on building strong families. Principles described are those that lay the groundwork for the workshop, pertain to the operation of an effective workshop, and relate to follow-up and evaluation. The principles were used to conduct a five-session parenting workshop attended by 90 percent of the 53 participants. Adolescent children of participating parents consistently rated their parents higher on items related to change than did adolescent children of control parents. Scores of children of participating mothers were significantly higher than those of controls on 11 of 16 variables. For children of participating fathers, 12 of 16 scores were higher. (RH) the transition to kindergarten and first grade? (5) As children progress beyond the early school grades, what lasting effects of Head Start can be discerned in subjects' social adjustment and academic progress? and (6) What are people's perceptions of Head Start's impact and limitations? Subjects were 132 Head Start graduates, including 44 first-graders, 44 fourth-graders, and 44 tenth-graders. There were equal numbers of male and female students. The discussion covers patterns in the case study data concerning the support and nurturance of children, readiness for school, provision of direct services to children and families, and parental involvement and empowerment. Parents' views of specific influences are presented. (RH)

ED 330 454 PS 019 466

Children and the Arts: A Source Book of Arts Experiences for Pre-Kindergarten Early Intervention Programs Developed for Florida's At-Risk Children.
Florida Alliance for Arts Education.; University of Central Florida, Orlando. Coll. of Education.
SPONS. AGENCY - Florida State Dept. of Education, Tallahassee. Div. of Public Schools.
PUB DATE - 90
NOTE - 101p.; For a source book for school age programs, see PS 019 467.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Art Activities; *At Risk Persons; *Dance; *Dramatic Play; Learning Activities; Lesson Plans; *Music Activities; *Preschool Curriculum; Preschool Education
IDENTIFIERS - *Florida

Designed to assist administrators and teachers conducting prekindergarten early intervention programs for at-risk children, this curriculum guide outlines age-appropriate arts experiences that are process-oriented rather than product-oriented. After introductory statements, content focuses on learning activities in the visual arts, dance/creative movement, drama, and music. Each section includes all or several of the following subsections: (1) comments on age-appropriate activities; (2) guidelines for implementing activities; (3) outlines of lessons; (4) suggestions concerning community resources; (5) guidelines for creating a space for activities; (6) recommendations on supplies; (7) lists of materials and bibliographic resources; and (8) sheet music. Lesson plans provide objectives, list materials, advise on preparation and demonstration of the activity, and suggest methods to increase children's participation. Individual sections also intermittently include suggestions on modifying the lesson for older children, organizing an activity center, and/or elaborating the activity in subsequent lessons. (RH)

ED 330 455 PS 019 467

Children and the Arts: A Source Book of Arts Experiences for School Age Child Care Programs Developed for Florida's At-Risk Children.
Florida Alliance for Arts Education.; University of Central Florida, Orlando. Coll. of Education.
SPONS. AGENCY - Florida State Dept. of Education, Tallahassee. Div. of Public Schools.
PUB DATE - 24 Jul 90
NOTE - 139p.; For a source book for pre-kindergarten programs, see PS 019 466.
LANGUAGE - English

PUB DATE - 86
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Certification; *Day Care; Disabilities; *Early Childhood Education; *Kindergarten; *Preschool Education; *Public Schools; Special Needs Students
IDENTIFIERS - *New York; Project Head Start

This position paper offers recommendations related to problems and promises of early childhood education in the public schools. Issues of particular concern to school boards in the state of New York are considered. A summary of recommendations and introductory background information are followed by a section that focuses on child care and the public schools. The second section discusses expanded preschool and kindergarten instruction in terms of instructional services for 3- to 5-year-olds, Project Head Start, the New York State Experimental Prekindergarten Program, the private sector preschool, and full-day kindergarten programs. The third, fourth, and fifth sections concern certification of early childhood personnel, regulatory authority for monitoring and evaluation, and prekindergarten for children with handicapping conditions. The paper calls for the exploration of new options that schools can use to serve the needs of children and families in the community. Schools should have the flexibility to enter into cooperative arrangements to provide child care and educational services for preschoolers, and to offer full-day kindergarten, if backed by full state funding. Thirty references are included. (RH)

ED 330 476 PS 019 550

DeBord, Karen; And Others
Continuing Education for Family Child Care Providers: Seek Alternatives.

PUB DATE - Apr 91
NOTE - 18p.; Paper presented at the Annual Meeting of the Family Day Care Technical Conference (14th, Atlanta, GA, April 25-28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Child Caregivers; Continuing Education; Early Childhood Education; *Family Day Care; *Inservice Teacher Education; Postsecondary Education; State Legislation; *Teacher Attitudes
IDENTIFIERS - Mandatory Programs; *Virginia

The overall purpose of this study was to identify continuing education needs of family day care providers in Virginia. Specific objectives were to: (1) identify the most suitable method of provider training; (2) learn how providers usually obtain information about young children, what information they have found to be most valuable, and what they believe will help them most in the future; and (3) obtain providers' views on legislation that would require providers to receive annual training. A survey was mailed to the 270 licensed family day care providers in the state and an open-ended instrument was mailed to the presidents of 10 organized family day care associations in the state. Results of the surveys are summarized and a list of implications and recommendations is offered. (RH)

ED 330 477 PS 019 551

An early childhood education consultant to a Parks and Recreation Department implemented and evaluated a practicum intervention intended to promote active learning by means of a redesigned indoor preschool environment. Additional goals were to improve the behavior and engagement of the children in the environment; increase parental approval of the redesigned environment; and increase enrollment in the preschool. The redesigned environment used all 7,600 square feet of space. Main interest areas were set up along the perimeter walls, leaving a large open area in the center of the room. Included were manipulative, science, sociodramatic play, housekeeping, language arts, music, and art areas. Materials and equipment that were needed for the new design were obtained from the Parks and Recreation Department and supplied by the author. Practicum evaluation data were gathered through observations of children's behaviors, parent questionnaires, and interviews with staff. All objectives were attained. There were improvements in preschoolers' engagement in learning activities and behavior, parental approval of the environment, and enrollment requests. Related materials are provided in 18 appendices. Fifty references are included. (RH)

ED 330 498 PS 019 598

Jenkins, Marva Shelton
Training Staff and Students in Safety Procedures and Practices for a Preschool Playground.

PUB DATE - 90
NOTE - 61p.; Master's Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Check Lists; *Day Care Centers; Early Childhood Education; *Educational Equipment; Facility Improvement; Inservice Teacher Education; *Playgrounds; *Preschool Education; *Safety Education; *School Safety
IDENTIFIERS - *Playground Equipment

The director of a church-owned child care center implemented and evaluated a 10-week practicum intervention designed to decrease the number of playground accidents, maintain insurance coverage, and provide age-appropriate, safe playground equipment. Due to several accidents that had taken place on the center's playground in the past, the insurer requested that two pieces of equipment be either modified or removed. To meet objectives of the intervention, the playground's vertical climber was shortened from 7 to 5 feet; the depth of surface under swings was increased from 8 to 10 inches. All requirements of the insurance company were met. Teachers at the center were trained to effectively supervise the playground and help children respect and obey playground rules. The incidence of accidents was minimized. The project also demonstrated that the practicum's objectives could be met on a limited budget when team members worked cooperatively. Appendices provide a playground improvement rating scale, a center survey sheet, and a safety manual that includes a playground safety checklist and lists of playground safety habits. Twenty-eight references are included. (RH)

ED 330 499 PS 019 601

O'Reilly, Anne Watson
Using Representations: Comprehension and Production of Actions with Imagined Objects.

various aspects of American Indian culture. The activities include discovering the importance of bear claw necklaces, making Kachina doll sack puppets, understanding the lifestyle of Plains Indians, interpreting the stories of Indian shields, making Indian games and toys, doing sample weaving, learning about famous American Indians, and creating in copper foil the figure of an Indian chief. Each entry includes a pre- and post-test, grade level indication, purpose, presentation, procedure, and craft, complete with lists of needed materials and directions for the craft. This guide also contains many pictures illustrating Indian cultural items. (ALL)

ED 330 518 RC 018 067

Lloyd, Mary, Comp.; Saldana, L. Jane, Comp.
Portable Assisted Study Sequence P.A.S.S. A Program of Migrant Education: Chapter I of the Education Consolidation Improvement Act of 1981: Public Law 98-211. 1988-89 Interstate Report.
Fresno County Office of Education, Fresno, CA.
PUB DATE - Mar 90
NOTE - 98p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Annual Reports; *Graduation Requirements; Intermediate Grades; *Migrant Education; Migrant Youth; Nontraditional Education; *Program Effectiveness; Program Evaluation; Secondary Education; *Secondary School Curriculum; *Student Characteristics; Student Mobility
IDENTIFIERS - Portable Assisted Study Sequence Program

The Portable Assisted Study Sequence (PASS) is a program of courses which allows migrant students to make up credit deficiencies and continue to accumulate credits as they migrate to other schools. MINI PASS is an extension of PASS for middle school students (MINI is not an abbreviation). This report contains nationwide PASS and MINI PASS usage results, as well as narrative summaries and usage reports for each of the following states: Alaska, Arizona, Arkansas, California, Colorado, Idaho, Illinois, Michigan, Minnesota, Montana, Nebraska, New York, Oregon, Texas, Washington, and Wisconsin. Usage information includes: (1) number of students enrolled; (2) migrant status (interstate, intrastate, or former); (3) ethnic background; (4) grade placement; (5) gender; (6) student age; (7) number of courses enrolled; (8) number of units completed; and (9) number of semester credits granted. The results reveal the success of the program in meeting the needs of secondary migrant students throughout the nation. A comparison of data from previous years demonstrates a continuing increase in the number of students served, coupled with increasing program effectiveness in accomplishing its goals and objectives. The document contains numerous data tables and figures. (KS)

ED 330 519 RC 018 068

French, Laurence; And Others
Assessing American Indian Needs in New Mexico.

PUB DATE - 90
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *American Indian Education; American Indians; Children; Early Intervention; Elementary Secondary Education;

NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Assessed Valuation; Comparative Analysis; Databases; *Definitions; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Fiscal Capacity; Rural Education; *Rural Schools; *Rural Urban Differences; School District Spending; School Taxes; Small Schools
IDENTIFIERS - *Illinois

School finance is basic to understanding and improving the condition of rural education. The purpose of this study was to: (1) determine the relationship between educational spending and component property wealth in the rural schools of Illinois; (2) examine potential trends in component property wealth in Illinois; and (3) identify and facilitate the collection of related data bases in the other six states of the North Central Regional Educational Laboratory. The study proposed a multidimensional definition of rural education based on five criteria for use with large computer-readable data bases. Comparative analysis of rural, urban, and small nonrural school districts found that in rural school districts: (1) expenditures per pupil are lower; (2) mean family income is generally less; (3) assessed valuation per pupil is lowest; (4) the community is making a greater effort to provide an educational program, based on ratio of operating expenditures per pupil to median family income; (5) the best predictors of operating expenditures per pupil were agricultural and mineral property wealth per pupil and median family income; and (6) a greater proportion of property wealth associated with agricultural and mineral properties. Implications for policy decisions include using alternative methods for determining wealth in school aid formulas and resource equalization. The appendix presents in 12 data tables the summary information derived from the analysis. (KS)

ED 330 538 RC 018 098

Orozco, Sergio; And Others
A Confirmatory Factor Analysis of the Acculturation Rating Scale for Mexican-Americans.

PUB DATE - 24 Jan 91
NOTE - 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Acculturation; College Freshmen; Correlation; *Ethnicity; Factor Analysis; *Factor Structure; Higher Education; Maximum Likelihood Statistics; *Mexican Americans; Personality Measures
IDENTIFIERS - *Acculturation Rating Scale for Mexican Americans; *Confirmatory Factor Analysis

Previous research has shown that ethnic background impacts scores on measures of psychological functioning. False positives and false negatives may be obtained as a function of cultural differences. This paper examines the Acculturation Rating Scale for Mexican Americans (ARSMA), an instrument that might be used clinically to augment interpretation of measures such as the Minnesota Multiphasic Personality Inventory. The ARSMA consists of 20 questions measuring preferences and behavioral tendencies on a

The State of Mathematics Achievement in the District of Columbia: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *District of Columbia; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In the District of Columbia, 2,135 students in 36 public schools were assessed. This report describes the mathematics proficiency of District of Columbia eighth-graders, compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, District of Columbia students had an average proficiency of 231 compared to 261 nationwide. Many fewer students (District of Columbia-2%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 555 SE 052 065

The State of Mathematics Achievement in Florida: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.

State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *New Hampshire; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In New Hampshire, 2,568 students in 98 public schools were assessed. This report describes the mathematics proficiency of New Hampshire eighth-graders, compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, New Hampshire students had an average proficiency of 273 compared to 261 nationwide. Many fewer students (New Hampshire-17%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 570 SE 052 080

The State of Mathematics Achievement in New Jersey: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English

ED 330 584 SE 052 094

The State of Mathematics Achievement in Wyoming: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP); *Wyoming

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Wyoming, 2,701 students in 69 public schools were assessed. This report describes the mathematics proficiency of Wyoming eighth-graders, compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Wyoming students had an average proficiency of 272 compared to 261 nationwide. Many fewer students (Wyoming-15%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 585 SE 052 095

The State of Mathematics Achievement in Guam: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.

standardized tests are compatible with the goal of promoting critical thinking is thus called into question. A 15-item list of references is included as is an evaluation questionnaire for determining critical thinking content in tests. (DB)

ED 330 605 SO 030 257

Broudy, Harry S.
The Role of Imagery in Learning. The Getty Center for Education in the Arts Occasional Paper 1.
Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE - 87
NOTE - 56p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Abstract Reasoning; *Aesthetic Education; Aesthetic Values; Art Education; Curriculum Development; *Educational Philosophy; Elementary Secondary Education; *Imagery; Imagination; Language Acquisition; Learning Strategies; *Learning Theories; Perception; Philosophy; Psychology; Teaching Methods
IDENTIFIERS - *Aesthetics; Discipline Based Art Education

This monograph sets forth a theoretical basis for advocating a program of disciplinary arts education as an integral part of general education from kindergarten through grade 12. The title, "The Role of Imagery in Learning," indicates the centrality of aesthetic perception of images. To make the case, it is necessary to show by analysis, argument, and example the role that images in general and those portrayed in the arts in particular play in: (1) everyday experience and (2) the formation of the educated mind. The roles of imagery in the learning of skills (especially the skills of language), concepts, attitudes, and values are examined to identify points at which the sensory image becomes crucial for understanding. Throughout the essay runs a thread that might be called "the uses of knowledge or schooling." The argument holds that the arts as learned in general education are used associatively and interpretively, rather that replicatively or applicatively. Their function is to enrich the allusionary base, the store of images, and concepts that qualify for inclusion in general education. Although this is not discussed in detail, the theory implies that discipline-based arts education as part of general education must be teachable by the classroom teacher with the same degree of competence demanded by the teaching of other required subjects. This requirement raises the question as to whether classroom teachers can achieve this and calls for a method of preservice and in-service training that would enable them to do so. (Author/AA)

ED 330 606 SO 030 261

Welch, Mary Leanne
A Beginning: Resource Book for Incorporating Values and Church Teachings in the Catholic School Curriculum.
National Catholic Educational Association, Washington, D.C.
PUB DATE - 90
NOTE - 146p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Catholics; *Catholic Schools; *Curriculum Development;

17-25, 1984).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Asian Studies; Elementary Secondary Education; Equal Opportunities (Jobs); *Females; Foreign Countries; *International Programs; *Sex Discrimination; Sex Fairness; Sex Role; *Teacher Associations; Teaching (Occupation); Women Faculty; Womens Studies
IDENTIFIERS - *Asia (South); *Asia (Southeast)

The role of women in teachers' organizations in South and South-East Asia was the subject of a workshop having two principal objectives: (1) a consideration of measures that can be taken by teachers' organizations to eliminate all forms of discrimination against women and to secure for them human rights on the basis of equality with men; and (2) to foster the participation of women in teacher organizations at the leadership level. This document is divided into five chapters: (1) Opening Ceremony; (2) Some Reflections on the Issue of Equal Rights for Women; (3) The United Nations Convention on the Elimination of all Forms of Discrimination against Women; (4) Recommendations of the Workshop; and (5) Mini Leadership Training Course. A guide to the study of the Convention on the Elimination of All Forms of Discrimination against Women is appended, as is a list of workshop participants. (DB)

ED 330 630 SO 030 353

Women Hold Up Half the Sky. Report on the World Conference of Organizations of the Teaching Profession Caribbean Conference of Women in Education (Kingston, Jamaica, April 5-10, 1988).
World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
PUB DATE - Apr 88
NOTE - 72p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Advocacy; Developing Nations; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Feminism; Foreign Countries; Higher Education; Justice; *Minority Group Teachers; Sex Discrimination; Social Studies; Students; Teacher Associations; Teacher Morale; *Teacher Salaries; Teacher Welfare; *Women Faculty; Womens Education; *Womens Studies
IDENTIFIERS - *Caribbean; World Confederation Of Orgs Of The Teaching Prof

These conference papers are concerned with the perception of women in their roles as professionals and the current climate in education for the women of the Caribbean region. Among the presentations are: "Women in Education" (F. Saunders); "Teachers Organisations as Trade Unions" (Audley Gayle); and "Women in Jamica's Education System" (Rose Marie Vernon). School curricula continue to show little change from traditional offerings and the majority of female students continue to follow the paths already open to women. Policy-makers must take definite affirmative action to move the changes along and address the issues, including on-going representation to the "corridors of power." Teacher organizations are urged to involve women at more visible levels, especially in areas traditionally led by men. Statistical information and data about women in these countries are included as well as the conference program, a list of participants, and a paper from the first Interdisciplinary Seminar on Women and Development Studies (June 11, 1987) entitled, "Availability and Suitability of Educational Opportunities for Jamaican Female

Discussion; Interpersonal Competence; *Learning Disabilities; Parent Attitudes; *Parent Education; Parent Participation; *Problem Solving; Program Effectiveness; Role Playing; Sex Differences; Social Support Groups; Teaching Methods
IDENTIFIERS - Rochester Social Problem Solving Skills Program

The project attempted to improve the social problem solving skills of second to fifth grade children with learning disabilities and/or attention deficit disorders, and to offer support to their parents and improve parenting self-confidence. Both the parent group (N=9) and the children's group (N=5) used the Rochester Social Problem Solving Skills Program. Parents were trained in eight bi-weekly sessions in how to use the program at home with their child. A portion of each parent session was designed to provide parents with a support group. Children met for eight weekly sessions. A variety of games, role plays, and other activities were used to teach children the six-step Social Problem Solving Skills model. The Achenbach Child Behavior Checklist was administered pre- and post-program implementation. Both internalizing and externalizing behaviors decreased in 67% of the children of the parents' group. At least one social competence scale indicator increased for each child post-tested in the children's group. Some negative changes were noted as well. Girls showed greater reductions than boys in internalizing and externalizing behaviors, particularly in aggressive behaviors. Overall, greater gains were noted in the children of the parents' group than in the children participants' group. Parents attributed the most importance to the support portion of the group. (39 references) (Author/DB)

ED 330 162 EC 300 134

Kennedy, Sylvia
The Regular Education Initiative in the Anchorage Public Schools.

PUB DATE - 90
NOTE - 47p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)
DESCRIPTORS - *Administrator Attitudes; Consultation Programs; *Disabilities; Educational Change; Elementary Secondary Education; Knowledge Level; Mainstreaming; *Principals; Public Schools; *Regular and Special Education Relationship
IDENTIFIERS - Anchorage School District AK

The study examined the number of Anchorage (Alaska) public schools that are using the Regular Education Initiative (REI) concept in their special education programs and the attitudes of building principals concerning both REI and collaborative consultation. Surveys mailed to 65 principals yielded a return of 30 questionnaires (6 secondary and 24 elementary). Introductory sections examine the origins of the REI and the meanings of REI and collaborative consultation. A review of related literature addresses reasons for REI enactment. Noted in the review are possible difficulties in implementing the program, including new roles for educators and educator discomfort with the consultation process. Analysis of questionnaire results found that two-thirds of principals claimed familiarity with REI, 76.6% already had special education students being taught in the regular classroom, and 50% claimed familiarity with collaborative consultation. Most of the principals agreed that: special education students can be educated in a regular classroom; regular education teachers can be responsible for special education students; the least restrictive environment can be a self-contained classroom; labeling diminishes second such in the United States; the approximate annual cost per inmate would be $6,750; special education for jail inmates should be 100% state funded. Seven recommendations are made, inclduing the following: an individuals' handicapping condition could be ascertained during routine pre-sentence investigations; an inmate identified as handicapped would be notified of his right to receive special education and would execute a written request for, or waiver of, services; local inmates would receive services either on-site or in the local school system; the Virginia Department of Education would be responsible for appropriate expenditures and for coordinating and ensuring the efficient conduct of the proposed program. The report provides information in separate chapters on the problem background, the study design, the problem summary, issues identified, problem analysis/discussion, findings, and recommendations. Six appendixes cover legislative and judicial authority, cost estimates, and proposed legislation. (DB)

ED 330 181 EC 300 153

O'Leary, Edward, Ed.; Trotter, Susan, Ed.
Planning for the Future of Your Child with a Disabliity. Second Edition.
Iowa State Dept. of Education, Des Moines. Bureau of Special Education.; Mountain Plains Regional Resource Center, Des Moines, IA.
PUB DATE - Jan 90
NOTE - 140p.; Developed by: Enhancing the Parent-Educator Connection Project. Printed through the Area 11 Joint Carl Perkins Project, Heartland Area Education Agency, Special Education Division.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Check Lists; Community Services; *Disabilities; Estate Planning; *Financial Support; *Health Insurance; *Long Range Planning; *Residential Programs; Respite Care; State Programs; Taxes; Trusts (Financial); Wills
IDENTIFIERS - Guardianship; *Iowa; Supplemental Security Income Program

The handbook provides parents of children with disabilities guidance on planning for the child's future needs with special attention to resources and laws of Iowa. Section 1 gives a Future Planning Checklist and definitions of common legal terms. Section 2 addresses estates, trusts, and wills and provides common estate planning questions and answers, a family estate planning inventory, and a sample of a simple will. Section 3 covers guardianship and conservatorship including new Iowa legislation. Section 4 examines health care coverage and financing and includes: the major types of health care coverage; recommended pediatric benefits; Medicaid and Medicare; Iowa Comprehensive Health Association; Association for Retarded Citizens insurance programs; the Early and Periodic Screening, Diagnosis and Treatment Program; and a glossary of health insurance terms. Considered in section 5 are residential and community based services such as residential and intermediate care facilities, group foster care, respite care, the Family Support Subsidy Program, and camps. Supplemental income is examined next including Supplemental Security Income and Medicaid, federal payments and redetermination, and change of status. Tax information is given in section 7 and additional information, such as sources of free or low cost help in Iowa, in section 8. Includes 50 resources and references. (DB)

Services.
PUB DATE - Aug 88
NOTE - 121p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *College Admission; College Programs; College Students; Community Colleges; *Learning Disabilities; Postsecondary Education; Private Colleges; Program Descriptions; Public Colleges; *School Choice; Special Programs; Student Educational Objectives; Student Needs; *Student Personnel Services; Vocational Schools
IDENTIFIERS - *Colorado

This guide for learning-disabled postsecondary students in Colorado was prepared from information obtained in a survey of 43 postsecondary schools and colleges in Colorado. An introductory section titled "Getting Started" explains the types of postsecondary schools, admissions policies, terminology, and types of services for learning-disabled students. Individual descriptions of 43 postsecondary schools provide information on the type of school, enrollment, housing availability, admissions and registration, identification and assessment of learning-disabled students, program, instructional support, counseling, and program emphasis. Appendixes contain: (1) a questionnaire titled "Choosing a Postsecondary School," which helps students examine their own goals and needs and the characteristics of prospective schools; and (2) an annotated list of 18 resources for students, teachers, and counselors. (JDD)

ED 330 202 FL 018 288

Sengor, Graciela
Japon: Nivel 3 (Japan: Level 3).
Montgomery County Public Schools, Rockville, MD. Office of Instruction and Program Development.
PUB DATE - 89
NOTE - 139p.
LANGUAGE - Spanish
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Class Activities; *Cultural Awareness; Elementary Education; *FLES; Geography; *Immersion Programs; Second Language Instruction; Social Studies; *Spanish; Teaching Guides
IDENTIFIERS - *Japan

An elementary school Spanish-as-a-foreign-language immersion program in Social Science is described. Explanations for the teacher are offered, and activities are described in detail. Exercises and evaluations are also offered. Different aspects of the Japanese way of living are used to practice the Spanish language. Some of the aspects presented are geography, landscape, lifestyles, culture, natural resources, weather, music and art, industry, schools, language, religion, and the Japanese contribution to other cultures. A study booklet for the student is provided with the teacher's guide. (OPF)

ED 330 203 FL 019 001

Halliday, M. A. K.
Some Grammatical Problems in Scientific English.

Speaking; *Literacy Education; Program Descriptions; Refugees; Telephone Usage Instruction; Vocational Adjustment; *Vocational English (Second Language); Workshops
IDENTIFIERS - *Job Clubs

This handbook describes the process of developing a curriculum in job search methods for use with refugees. It is based on a workshop, one of a series of four designed to improve the skills of refugee service provider staff. The job club is an innovative approach to providing refugees with skills to find a job by themselves. In the short-term program, a group of refugees with intermediate to advanced English language skills spends about 3 hours a day learning techniques for getting a job and actively seeking a job. Instructional topics include job readiness, job research, telephone usage, the actual job search, and job survival. The handbook contains the following: (1) the workshop agenda and objectives; (2) an overview of job club structure and staff roles; (3) reproductions of two articles and a flyer concerning job club formation and activities; (4) a description of a job club established by the Jewish Vocational Service; (5) a bibliography of employment-related materials; (6) a job club curriculum outlining specific behavioral objectives, prerequisite cultural topics, and prerequisite language for each of the five topic areas; (7) sample lesson plans; and (8) guidelines and standards for job club operation. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 330 223 FL 800 299

A Handbook for Volunteer ESL Instructors.
Nationalities Service Center, Philadelphia, PA.
SPONS. AGENCY - Philadelphia Mayor's Commission on Literacy, PA.
PUB DATE - 88
NOTE - 66p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Adult Education; African Languages; Arabic; Chinese; Classroom Techniques; Cultural Traits; *English (Second Language); *Instructional Materials; Lesson Plans; Listening Skills; *Literacy Education; Media Selection; Needs Assessment; Oral Language; Persian; Pronunciation Instruction; Reading Instruction; Russian; Second Language Instruction; *Student Characteristics; *Student Needs; Teaching Guides; Uncommonly Taught Languages; Vietnamese; *Volunteers; Writing Instruction
IDENTIFIERS - Pennsylvania (Philadelphia)

This handbook is designed as a resource or guide for volunteers teaching English as a Second Language (ESL) to non-English-speaking adults. The first chapter discusses ESL students' needs and goals. Basic characteristics and attitudes of ESL students are noted, including the specific cultural traits of the following language groups common in the Philadelphia area: Arabic, Chinese, Farsi, Russian, Vietnamese, and West African. Suggestions for defining student goals and needs and for selecting instructional materials are also offered. The second chapter looks at some basic principles of ESL teaching, including: the elements of language, the functional approach, choosing situations and topics, the progression from controlled to free language practice, mechanical and communicative exercises contrasted, and general teaching tips. Chapter 3 addresses specific language skill areas, including: listening/speaking skills, pronunciation, and reading/writing skills. Instructional principles, activities, and techniques are presented for each. A worksheet for planning lessons is also included. (MSE) (Adjunct ERIC Clearinghouse on greater spending limit; (3) the process for growth should be orderly, coordinated, and gradual rather than competitive among the systems; and (4) the state should ensure that this planning be directed not just toward expansion but toward increased diversity of student enrollment. With respect to the individual systems of education, the Commission found that: (1) enrollment increases for the California State University should be between 31% and 41%; and (2) the California Community Colleges can expect enrollment to increase approximately 40%. The Commission requested more information about regional priorities before specifying how these enrollments should be accommodated in existing or new facilities. An appendix provides the Senate Concurrent Resolution 66 (1989). Contains 13 references. (GLR)

ED 330 243 HE 024 319

Legislation Affecting Higher Education during the First Year of the 1989-90 Session. A Staff Report of the California Postsecondary Education Commission. Report 89-31.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Oct 89
NOTE - 66p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - General (140), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Adult Education; Community Colleges; *Educational Legislation; Educational Technology; *Higher Education; *Political Issues; *Politics of Education; Private Schools; State Aid; State Colleges; *State Legislation; State Universities; Student Financial Aid; Teacher Education; Two Year Colleges
IDENTIFIERS - *California

This report summarizes legislative activities affecting higher education in California in 1989. The report is in 4 parts. Part 1 highlights particularly important higher education legislation during the first year of the 1989-90 legislative session. It includes summaries of adopted, vetoed, and pending legislation. Part 2 describes all higher education legislation signed by the Governor. The legislation described includes provisions associated with student fees and financial assistance; teacher training, certification, and employment; adult education; educational technology; public school issues; and private postsecondary institutions. Part 3 lists the legislation pertaining to higher education that was vetoed by the Governor. Part 4 summarizes legislation that was not passed by the California Legislature prior to September 15 and that can be considered by the Legislature when it reconvenes in January 1990. A legislative index is provided along with an appendix listing the members of the Legislative Policy and Fiscal Committees for Higher Education. (GLR)

ED 330 244 HE 024 320

Standardized Tests Used for Higher Education Admission and Placement in California during 1989. The First in a Series of Biennial Reports Published in Accordance with Senate Bill 1416 (Chapter 446, Statutes of 1989). Report 90-16.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Apr 90
NOTE - 135p.; AP grade distribution tables contain small print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)

This pamphlet summarizes the legal requirements of Title VI of the Civil Rights Act of 1964 as they pertain to minority recruitment and admissions at colleges and universities which receive Federal assistance. It describes steps taken by some of these institutions to enhance the recruitment, admissions, and retention of minority students. Among the 54 practices listed are the following: (1) using minority employees, students, faculty, and alumni as recruiters or members of recruiting teams; (2) developing cooperative arrangements with minority churches, community groups, professional organizations, etc., to cosponsor recruitment programs; (3) ensuring minority representation on admissions committees; (4) making financial aid information available in other languages as well as English; (5) conducting workshops in faculty-minority student relations; and (6) conducting exit interviews with minority students to identify problem areas. The pamphlet also provides a list of the U.S. Department of Education, Office for Civil Rights regional offices throughout the country. (GLR)

ED 330 264 HE 024 351

Historically Black Colleges and Universities and Higher Education Desegregation.
Office for Civil Rights (ED), Washington, DC.; Office of Postsecondary Education (ED), Washington, DC.
PUB DATE - Mar 91
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - General (130)
DESCRIPTORS - *Black Colleges; Black Students; College Admission, *College Choice; *College Desegregation; Court Litigation; *Federal Legislation; Higher Education; History; School Holding Power; Student Recruitment
IDENTIFIERS - Civil Rights Act 1964; Higher Education Act Title III

This pamphlet provides an overview of the historic role, accomplishments, and challenges which face historically black colleges and universities (HBCUs) as they carry out their unique mission. It summarizes the efforts of the Department of Education aimed at strengthening HBCUs, while assuring that higher education programs do not discriminate on the basis of race. The pamphlet covers the background of HBCUs, the Civil Rights Act of 1964, the early compliance activity in postsecondary education, White House initiatives on HBCUs, the Higher Education Act, and information to consider in selecting a black college or university. A list is also provided of the U.S. Department of Education, Office for Civil Rights regional offices throughout the country. (GLR)

ED 330 265 HE 024 352

Sexual Harassment: It's Not Academic.
Office for Civil Rights (ED), Washington, DC.
PUB DATE - Sep 88
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - General (130)
DESCRIPTORS - *Civil Rights Legislation; College Students;

confronted medical educators with many challenges. At the Medical College of Wisconsin these challenges led to the design and implementation of the 2-year longitudinal experience called the Profession of Medicine Program (POMP) which is the subject of this paper. Based on the student development theories of William Perry and Arthur Chickering, POMP provides first and second year medical students a series of short didactic courses and small groups preceptor meetings designed to facilitate the development of the students' professional identity. The program was evaluated using two methods: a student evaluation and a semi-structured generation instrument, the Measure of Intellectual Development (MID), designed to measure a student's view of the role of uncertainty in making knowledged-based decisions. Results of the MID generally demonstrated a significant developmental gain on the part of POMP participants, while their score distributors showed significant differences with those of a control group at equivalent times in their medical educations. Approximately 70% of fourth year students who were also POMP participants achieved a score of 3 to 4 on a scale of 1 to 5. The students themselves reported that the program challenged them to think about the issues identified as program objectives. (12 references and 4 tables.) (JB)

ED 330 284 HE 024 372

Buchanan, Debra A.
A Study of Graduate Student Perceptions of the Oklahoma State University Environment.
Oklahoma State Univ., Stillwater.
PUB DATE - 89
NOTE - 121p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Educational Environment; Ethnic Groups; Foreign Students; Graduate School Faculty; *Graduate Students; Graduate Study; Higher Education; *Professional Development; Racial Relations; *Research Committees; School Orientation; *Sex Discrimination; Social Bias; *Student Attitudes; Student Financial Aid; Student Personnel Services; Surveys; *Teacher Student Relationship
IDENTIFIERS - *Oklahoma State University

Analysis of questionnaire responses of minority, foreign, and white graduate students at the Oklahoma State University (OSU) found that most had a positive perception of their university environment. The questionnaire was sent to a total of 920 potential respondents, of whom 284 (31%) returned completed and usable instruments. The instrument covered the following variables: the quality of orientation information and financial aid information available to students; encouragement/assistance in applying for financial aid; experiences or observations of racial or sexual discrimination; faculty and student relations; opportunities for professional development; race relations; research committee selection and maintenance; and student services. Results of the survey found that regardless of ethnicity or college affiliation respondents positively perceived 5 of the 10 environmental factors. Analysis by college found that some colleges received higher ratings than others with regard to orientation information. Analysis by ethnic group found patterns similar to those observed with the college based analysis. Intercorrelations also indicated that students perceived some variables to be related. It is concluded that, although OSU graduate students have a positive perception of their university environment, several areas need improvement, e.g.: information and

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE - Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)

DESCRIPTORS - Communications Satellites; Computer Assisted Instruction; Computer Networks; Developed Nations; Developing Nations; *Distance Education; Educational Development; Educational Environment; *Educational Needs; Educational Television; Elementary Secondary Education; Foreign Countries; *Global Approach; Higher Education; *Information Technology; Interactive Video; International Programs; Multimedia Instruction; *Technological Advancement

The population explosion and developments in information technology have created a powerful need for technological advancement on a global scale. Such advancement must come through education, and such education, given the size and breadth of the need, is best realized through multimedia instruction and distance education. Communications satellites, computer-assisted instruction, and educational television programs are just a few of the new technologies already being used today for educational development in developing nations. International programming of high quality is used in mathematics, physics, chemistry, and engineering. Computer networks and new fiber optic transmission technology--along with interactive video, artificial intelligence, and other interactive technologies--are emerging in new and creative educational applications. Technology alone, however, will not achieve the goal of technological advancement. Attention must also be paid to curriculum development, local educational environments, technology management, and international cooperation. (DB)

ED 330 303 IR 014 917

Kiel, Don; And Others

NeXT Application Development Workshop. Use and Design of Instructional Applications on the NeXT Computer.

California State Univ., Los Angeles.

PUB DATE - May 90

NOTE - 102p.; Funded by a Lottery Dissemination Grant. Notes on a workshop held in May 1990.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE - Collected Works - Proceedings (021), , Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS - Authoring Aids (Programing); Computer Graphics; Computer Software Development; Electronic Classrooms; Electronic Mail; Higher Education; Man Machine Systems; *Microcomputers; Multimedia Instruction; *Programing; Programing Languages; *Teacher Workshops

IDENTIFIERS - *NeXT Computer

Instructional applications for NeXT computers were developed by nine faculty members from the biology, mathematics and computer science, fine arts, chemistry, physics and astronomy, and geology departments as part of a grant awarded to the California State University at Los Angeles. These notes provide a schedule of events and reports from a 2-day workshop at which various features of the NeXTStep environment and their applications were described and demonstrated: (1) "NeXTStep, Mail" (Bob Desharnais, biology); (2) "Slider and Text Field" (Don Kiel, math and computer sciences); (3) "Objective C" (Don Kiel); (4) "Custom View and Slider" (Don Kiel); (5) "PostScript" (Bob Desharnais); (6) "Customizing Your Application" (Tony Longson, fine arts); (7) "Grapher Object" (Don Kiel); (8) "Icon" (Roland Carpenter, physics and astronomy); (9) "MouseDown Events and Bezier Curve" (Don

Instruction; *Continuing Education; *Distance Education; Foreign Countries; Information Technology; *Instructional Design; Microcomputers; Nursing Research; Postsecondary Education; *Professional Development; Technological Literacy

This publication is meant to share ideas about distance education and descriptions of work-in-progress in this area. In the first of three papers, "Computers, Related Devices and Distance Education: How Cinderella Becomes a Princess," George Hampton describes the need for technological literacy and suggests computer-assisted instruction and computer-managed instruction as means for achieving this end. A list of 33 references is provided. In the second paper, "Collaboration To Improve Access: A Case Study in the Provision of Continuing Education at a Distance," Gail Hart and Lynette Russell discuss the need for continuing education and professional development, and describe a project in nursing research in which three new instructional nursing courses were designed and implemented successfully. A list of 11 references is provided. In the final paper, "Opening Possibilities: How Distance Education Can Serve Small Organizations," Stephen Relf discusses continuing education and instructional design applications in the New South Wales Police Service, paying particular attention to textbook design and visual presentation of information. Four references are listed. (DB)

ED 330 324 IR 014 943

Nelson, Steve; Sommer, Andrew
Idaho Survey of the Educational Applications of Communications Technology: An Analysis.
Northwest Regional Lab., Portland, OR. Rural Education Program.
SPONS. AGENCY - Idaho State Dept. of Education, Boise. Div. of Vocational Education.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jun 89
NOTE - 37p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Computer Uses in Education; Delivery Systems; *Distance Education; Educational Administration; *Educational Planning; Educational Technology; Elementary Secondary Education; *Information Technology; *Rural Schools; School Districts; State Departments of Education; State Surveys; *Use Studies
IDENTIFIERS - *Idaho

This report, which compiles the results of 89 superintendent district-level surveys and 315 building surveys, was a combined effort of the Idaho Department of Education, the Idaho Division of Vocational Education, and the Rural Education Program at Northwest Regional Educational Laboratory. Its purpose is to provide an initial framework for planning and policy-making in future educational technology efforts in Idaho. The three objectives of the surveys were to: (1) determine the current level of communications technology in Idaho elementary and secondary schools; (2) establish the potential and readiness for communications capability across Idaho schools; and (3) identify specific priorities of local school districts for communications technology applications in administration, staff development, and student instruction. Major findings of the study include information on computer uses in education, delivery systems, and course offerings at rural schools. The superintendents' and building survey results are discussed separately; the survey instruments themselves are appended, with responses. (DB) convened for the purpose of producing a coalition of educators committed to incorporating the concept of information literacy into the K-12 curriculum as well as into teacher preparation programs. Introductory materials provide an overview of the goals of the symposium and identify five topics as keys to enhancing the capacity of Americans to master the information complexities of the 21st century: (1) a change in the way teachers teach; (2) a change in the way schools are administered; (3) a change in the way teachers are educated; (4) a change in the way schools are funded; and (5) a change in the way school library media programs are organized and implemented. A description of the process leading up to the symposium lists background readings; summarizes the agenda and activities at the opening and plenary sessions; and outlines the role of the five focus groups, one for each of the key issues. A list of the final recommendations for action on each of the key issues is also provided. The proceedings feature remarks and/or discussions led by Wanda L. Forbes (National Commission on Libraries and Information Science Commissioner), Francis C. Keppel (Graduate School of Education, Harvard University), and Lawrence E. Susskind (Senior Consultant, Endispute, Inc.) at the two general sessions. Six appendixes contain the initial recommendations from the five focus groups and lists of participants in the symposium, the organizations invited, the group facilitators, the group leaders, and the group recorders. (MAB)

ED 330 344 IR 053 507

Fine, Beth, Comp.; Villines, Dianne, Comp.
Library Programs. Library Services for Indian Tribes and Hawaiian Natives Program. LSCA Title IV. Review of Program Activities, 1989.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Oct 90
NOTE - 50p.; For the 1988 activities review, see ED 311 910.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *American Indians; *Construction Programs; Federal Aid; *Grants; *Hawaiians; *Library Acquisition; Library Extension; Library Facilities; *Library Personnel; Library Services; Public Libraries; Staff Development
IDENTIFIERS - *Library Services and Construction Act

The lack of library facilities, books and documents, and trained personnel are significant obstacles to Indian Tribes and Hawaiian Natives engaged in developing and strengthening public library services. The Library Services for Indian Tribes and Hawaiian Natives Program is the only Federal library program that provides direct grant funds for establishing or improving public library services for these two groups. This report provides information on the fifth year of funding (fiscal year 1989) of the Library Services and Construction Act (LSCA) Title IV grant programs, which provide appropriations for the two groups under two program cycles: Basic Grants and Special Projects. An explanation of the Basic Grants program is presented, with an appended table showing a breakdown of funding by activity for each basic grant. Highlights are then given of each Special Projects award including the exemplary Special Projects grants of the Three Affiliated Tribes and the Nisqually Tribe; in addition, a map and a funding summary for fiscal years 1985-1989 are provided. Thirteen Hawaiian Natives projects, funded under the Basic Grant program, are also listed; information provided for each project includes its funding, its objective, and a brief summary of activities to be

PUB DATE - Mar 90
NOTE - 129p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Archives; *Curriculum Development; Distance Education; Educational Needs; Higher Education; Institutional Cooperation; International Cooperation; International Organizations; *Library Education; Library Schools; *Nonprint Media; Photographs; Preservation
IDENTIFIERS - *Archivists

This report presents the results of joint initiatives and endeavors by Unesco and the non-governmental organizations involved in the archiving of audiovisual (AV) material. The current situation regarding the education and training of personnel for film, television, and sound archives is examined and the need for the professional education and training of audiovisual archivists is identified. Included in this report are definitions of key archive staff positions and the expected standards of qualification; a compilation of all existing institutions that currently train AV archivists or have the potential to do so; a synthesis of the implementation proposals for the education of AV archivists; and specific recommendations for launching this educational program with suggestions for co-financing schemes and international cooperation. The feasibility of providing training for AV archivists through distance learning methods is examined, and the report concludes with a list of the topics a curriculum for educational programs should cover and a select bibliography of basic references for training purposes. (MAB)

ED 330 363 IR 053 527

Brennan, Patricia B. M.; And Others
Every Day Is Earth Day: A Resource List from the James P. Adams Library.
Rhode Island Coll., Providence.
PUB DATE - Jan 90
NOTE - 65p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - College Libraries; Conservation (Environment); Ecology; Environmental Education; *Environmental Research; Government Publications; Higher Education; Information Sources; *Library Collections; *Library Materials; Pollution
IDENTIFIERS - Rhode Island College

This is an extensive interdisciplinary bibliography of environmentally-related resources from the shelves of the James P. Adams Library at Rhode Island College. It is noted that the list is selective rather than comprehensive, and that the regional (United States, New England, or Rhode Island) has been emphasized when possible. The bibliography includes dictionaries, handbooks, directories, encyclopedias, bibliographies, statistics, atlases, journals, and indexes. Citations are presented under the following headings: (1) Conservation; (2) Ecology; (3) Environmental Policy and Planning; (4) Pollution; (5) Environmental Education; and (6) Government Publications. Library of Congress Classification call numbers are included for citations other than government

$500,000, and 11.2% received between $500,001 and $1,000,000; and (8) 92.97% of the respondents were interested in becoming more actively involved in public sector sponsored employment and training programs. The survey instrument and a list of survey respondents by state are included. (JMC)

ED 330 381 JC 910 153

Visdos, Robert J.; Malley, Mary R.
Report on the Family Support Act of 1988 Job Opportunities and Basic Skills (JOBS) Training Program.
NETWORK: America's Two-Year Coll. Employment, Training, and Literacy Consortium, Cleveland, OH.
PUB DATE - 30 Nov 90
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Basic Skills; Community Colleges; *Educational Legislation; Employment; *Family Programs; Federal Aid; Federal Programs; Job Skills; *Job Training; Labor Legislation; Literacy Education; Resource Allocation; State Aid; Two Year Colleges; *Vocational Education; Welfare Recipients; Welfare Services
IDENTIFIERS - *Job Opportunities and Basic Skills Program

Intended to assist two-year colleges in understanding the educational aspects of the Job Opportunities and Basic Skills (JOBS) Training Program, this five-part report provides a brief summary of the intent of the program, as well as suggestions regarding ways two-year colleges can become involved. The sections of the report offer information on the following: (1) the legislative origins of JOBS as Title II of the 1988 Family Support Act, state requirements for receipt of federal funding for JOBS, and procedures for two-year college participation as a JOBS service provider; (2) mandated and optional educational activities provided for by JOBS, including such mandated activities as basic and remedial education to achieve a basic literacy level, and education for individuals with limited English proficiency; and such optional activities as secondary and postsecondary education related to an individual's employment goals, and support for educational activities or training initiated by an individual prior to their participation in JOBS in which satisfactory progress is being made; (3) a directory of JOBS program directors by state (including the Virgin Islands, Guam, and Puerto Rico); (4) fiscal year (FY) 1990 JOBS funding allocations by state; and (5) projections regarding the impact of the Gramm-Rudman-Hollings cutbacks on each state's JOBS funding. (JMC)

ED 330 382 JC 910 161

Pluta, Katherine R.; Flachmann, Kim
Building Bridges: Articulating Placement and Assessment Procedures in Writing Courses at BC and CSUB. Final Report. 1989-90 California Community College-California State University Joint Projects in English and Mathematics.
Bakersfield Coll., Calif.; California State Univ., Bakersfield.
PUB DATE - 31 Aug 91
NOTE - 35p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Articulation (Education); *College Transfer Students; Community Colleges; *Curriculum Development; Faculty Development;

EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Research/Technical (143)
DESCRIPTORS - College Bound Students; College Faculty; *Community Colleges; Curriculum Development; Educational Improvement; Educational Objectives; *Engineering Education; Futures (of Society); *Mathematics Education; National Surveys; Public Colleges; Public Education; *Science Education; Science Programs; Student Educational Objectives; *Technical Education; Technical Institutes; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS - *American Association of Community and Junior Colls

An overview is provided of the status and future of science, engineering, and mathematics education in public two-year colleges. In addition, results of several national-level studies are reviewed, and 15 recommendations developed by the National Task Force for the Improvement of Science, Engineering, and Mathematics Education in Community, Technical, and Junior Colleges are presented. Parts I through III of this report provide background to the study; examine the role of the American Association of Community and Junior Colleges in advancing science, math, and engineering education; review study methodology; and provide an overview of the report. Part IV discusses the important role of two-year college faculty in the success of student pursuing careers in science and technology. Part V profiles students enrolled in such programs and discusses influences on their success. This section also discusses pre-college students, examining Scholastic Aptitude Test scores and noting the factors which may influence students to pursue science and mathematics in higher education. Part VI stresses the need for a curricular reform that emphasizes science literacy in two-year colleges. Part VII summarizes relevant data generated by several national studies, and data acquired from a review of state documents. This section examines student enrollments, program financing, and state support, and presents the results of a survey of two-year college coordinating offices. Parts VIII and IX present recommendations dealing with state and local college boards, local colleges, faculty and staff, and national concerns. A 26-item bibliography, and a list of task force members are included. (JMC)

ED 330 399 JC 910 185

Phelan, Daniel J.; And Others
Strategic Planning: A Catalyst for Shared Governance and Leadership Development.

PUB DATE - 13 Apr 91
NOTE - 23p.; Paper presented at the Annual Convention of the American Association of Community and Junior College (71st, Kansas City, MO, April 13-16, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *College Administration; *College Environment; *College Planning; Economic Change; Educational Development; Higher Education; Institutional Characteristics; Institutional Mission; Institutional Research; *Mission Statements; Models
IDENTIFIERS - *Strategic Planning

Lack of strategic planning by colleges and universities has inhibited higher education's ability to respond to the changing global environment. A majority of institutions plan from year to

Education; School Surveys; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Behavior; Teacher Characteristics; Two Year Colleges
IDENTIFIERS - *Mississippi

In an effort to assess community college teachers' level of acceptance of and willingness to implement administrative directives, a survey instrument and personal data sheet were delivered to 130 public community college teachers in Mississippi. A modified Zones of Indifference instrument was used to assess respondents' attitudes towards 71 administrative directives. The following rating scale was used: 1=a directive you would comply with without question; 2=a directive you would comply with but mentally question the authority of the administrator to issue; 3=a directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done; and 4=a directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so. Usable responses were received from 62.3% (N=81) of the sample, representing 13 community colleges in the state. Study results included the following: (1) the distribution of mean scores ranged from 1.222 (low level of teacher resistance to the directive) to 3.827 (high level of resistance); (2) 51 of the 71 directives received a mean score below 3.0; (3) directives requiring attendance at faculty meetings, outlining policies concerning attendance at work, and concerning the maintenance of an individual teacher personnel file in the dean's office received the lowest mean scores, while directives calling on teachers to question students' religious beliefs and home life, attempting to restrict topics that could be discussed in the lounge area, and requiring teachers to use the school cafeteria for lunch received the most resistance; and (4) neither respondent age nor amount of administrative experience correlated significantly with the survey responses. Data tables and the survey instruments are included. (PAA)

ED 330 416   JC 910 213

Graduate Placement Report 1990: New Hampshire Technical Colleges & Institute.
New Hampshire State Dept. of Postsecondary Technical Education, Concord.
PUB DATE - 90
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *College Graduates; College Transfer Students; Continuing Education; *Education Work Relationship; *Employment Patterns; *Job Placement; Migration; Mission Statements; Outcomes of Education; Residential Patterns; Salaries; State Colleges; State Surveys; Technical Education; Technical Institutes; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Followup
IDENTIFIERS - *New Hampshire

This annual placement report provides information on the students who graduated from the New Hampshire Technical Institute and the six New Hampshire Vocational Technical Colleges in 1990. The report presents statewide data on the educational and job status of the graduates; their field of employment; numbers and percentages of graduates employed within New Hampshire; salary ranges and averages by field; average graduate starting salaries for the last 10 years; data on graduates by field for each of the seven schools; a list of four-year institutions to which graduates

ED 330 434 PS 019 297

Harrison, Margaret; And Others
Who Pays for the Children? A First Look at the Operation of Australia's New Child Support Scheme. Monograph No. 9.
Australian Inst. of Family Studies, Melbourne.
PUB DATE - 90
NOTE - 184p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Background; *Child Support; Data Collection; *Federal Programs; Foreign Countries; *Parent Attitudes; *Participant Characteristics; Participant Satisfaction; Program Evaluation; Program Implementation; Welfare Services
IDENTIFIERS - *Australia; Child Support Enforcement Services

This interim report on the implementation of Australia's Child Support Scheme and its short-term effects analyzes the entry experiences of a sample of the first 6,000 registered Child Support Agency cases. In November, 1989, after 18 months of operation, commonwealth authorities had established an infrastructure that facilitated the continued registration of old and new cases. Primary data had been collected from prescheme and early scheme samples. Data suggest that savings from 1988-89 that arose out of Child Support Agency collection may approximate 5.6 million dollars. A large proportion of custodial parents were dissatisfied with their maintenance situation before the Child Support Scheme reforms. While most noncustodial parents were happy with their prescheme maintenance liability, the amounts they paid, and the regularity of payment, they were dissatisfied with the courts' enforcement ability to ensure payment and procedures for varying maintenance. In this report, an executive summary is followed by chapters on: (1) the background of the child support scheme and its evaluation; (2) Child Support Agency registrations; (3) findings from earlier studies; (4) child maintenance payments; (5) attitudes to the Child Support Scheme and prescheme maintenance arrangements; (6) the first Child Support Agency registrants; and (7) further research. Forty-eight references are included. (RH)

ED 330 435 PS 019 333

The Con Edison Emergency Child Care Plan for Management Employees: Summary Plan Description.
Consolidated Edison Co., Brooklyn, N.Y.
PUB DATE - Feb 90
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Compliance (Legal); Elementary Education; *Emergency Programs; *Employer Supported Day Care; Guidelines; Preschool Education; Program Evaluation; Tax Credits
IDENTIFIERS - Employee Retirement Income Security Act; *Program Characteristics

This summary plan description offers guidelines for participation in a pilot program that provides short-term emergency care for children of Con Edison managers who are under 13 years old. The plan offers professional, in-home child care that can be used when usual arrangements have collapsed. The summary plan description addresses the following questions: (1) Who is eligible to

EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - After School Programs; *Art Activities; *At Risk Persons; *Dance; *Dramatic Play; Elementary Education; *Elementary School Curriculum; Learning Activities; Lesson Plans; *Music Activities; School Age Day Care

Designed to assist administrators and teachers conducting child care programs for school-age at-risk children, this curriculum guide outlines age-appropriate, process-oriented arts experiences. Content focuses on learning activities in the visual arts, dance/creative movement, drama, and music. Each section includes all or several of the following subsections: (1) comments on age-appropriate activities; (2) guidelines for implementing activities; (3) outlines of lessons; (4) suggestions concerning community resources; (5) guidelines on creating a space for activities; (6) recommendations on supplies; (7) lists of materials and bibliographic resources; and (8) sheet music. Lesson plans state objectives, list materials, advise on the preparation and demonstration of the activity, and discuss motivating children to participate. Individual sections also intermittently include suggestions on organizing an activity center and/or elaborating the activity in subsequent lessons. (RH)

ED 330 456 PS 019 475

Guddemi, Marcy; Fite, Kathy
Is There a Legitimate Role for Computers in Early Childhood Programs?

PUB DATE - Jan 91
NOTE - 7p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 16-19, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Computer Uses in Education; *Early Childhood Education; *Elementary School Curriculum; Guidelines; *Microcomputers

Computers have a legitimate place in early childhood classrooms, provided that attention is given to appropriate software, location, and access. Software should be meaningful, be relevant to the early childhood curriculum, and meet children's needs. Word processing is one of the most appropriate ways to introduce computers into early childhood programs. Young children want to write, and the variety and number of language-related experiences they have will directly influence their command of oral and written language. The use of computers increases the number of children's experiential activities and the number of opportunities for risk-taking in emergent literacy activities. Computers placed in a freely available classroom writing center provide preschoolers with optimal access. The computer should be invitingly placed in a good, highly visible location. Research shows that computers strengthen specific skills, foster creativity and problem solving, and enhance the writing process. Children will view the computer as just another playground to explore and manipulate. They will not relinquish play in favor of sole dedication to computer exploration and will not fear the computer as some adults do. (RH)

ED 330 457 PS 019 487

Bollin, Gail G.; Whitehead, Linda C.
Family Day Care Quality and Parental Satisfaction.

PUB DATE - Apr 91
NOTE - 14p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Early Childhood Education; *Educational Attainment; Educational Environment; *Educational Quality; *Family Day Care; *Parent Attitudes; Research Needs; *Satisfaction; *Teacher Attitudes; Values

Relationships between parental satisfaction and the quality of family day care were explored from a general systems perspective. Also considered were the relationships between parental satisfaction with care and their providers' job satisfaction, family structure, and training. The impact of shared childrearing values and beliefs on parental satisfaction with child care and provider job satisfaction were investigated. The study sample included 33 providers and 65 of their parent clients. No significant relationships were found between parental satisfaction with care and provider job satisfaction. However, parental satisfaction was positively correlated with shared childrearing values, the quality of the setting, and the training of the provider. Parental satisfaction was also higher when the provider's own young children were not in the day care system. Implications of the findings in regard to advice for parents and providers are discussed. Recommendations for further research are offered. (Author/RH)

ED 330 478 PS 019 553

Barnett, Mark A.; And Others
The Role of Single Experiences in Moral Development: Implications for "Justice" and "Concern for Others" Orientations.

PUB DATE - Apr 91
NOTE - 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Experience; Factor Structure; Higher Education; Innovation; *Justice; *Life Events; *Moral Development; Research Methodology; *Sex Differences; *Social Attitudes; *Undergraduate Students

Sex-linked differences were examined with respect to: (1) Kansas State University undergraduates' recollection of single experiences that they considered most important in their moral development; and (2) undergraduates' perceptions of the moral lessons learned as a result of those experiences. Although the 517 (244 males and 273 females) subjects ranged in age from 17 to 44 years, most were 20-years-old or younger. Data were collected on several measures, including the BEM Sex-Role Inventory and a rating instrument assessing the extent to which various moral lessons had been learned as a result of the experience. Findings offered some support for Gilligan's contention that justice orientations and concern for others orientations are alternative, sex-linked moral perspectives. Some sex differences were found in

PUB DATE - Apr 91
NOTE - 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; *Comprehension; Higher Education; *Pantomime; *Preschool Children; Preschool Education; *Undergraduate Students
IDENTIFIERS - *Productive Competence; *Representational Competence

The comprehension and production of pantomimes on the part of 3- and 5-year-olds and nonneurologically impaired adults was studied. In a comprehension task, subjects watched a videotape of a woman performing 3 training pantomimes and 8 test pantomimes and then explained what the woman was pretending to do. The test pantomimes included 4 pantomimes representing an object as a body part (BPO) and 4 with symbolic object representation. An example of BPO representation is the use of a finger as a toothbrush. In symbolic object representation, the mimer pretends to hold a toothbrush. Results indicated that the BPO response reflects a conceptual difficulty that young children have with the symbolic representation of objects. In contrast to the adults, the children produced a significant number of BPO responses. Three-year-olds correctly labelled pantomimes with BPO representations significantly more often than symbolic object pantomimes. Children seemed to have difficulty in specifying the actions conceptually and were helped by the presence of a body part in their efforts to disambiguate similar actions and objects. Findings are discussed in the context of children's increasing independence from concrete environmental support in regards to their knowledge about actions and objects. (RH)

ED 330 500 RC 018 037

Phoenix Indian School. Oversight Hearings on Phoenix Indian School before the Committee on Interior and Insular Affairs. House of Representatives, One Hundredth Congress, First Session (Phoenix, AZ, February 13, 1987; Washington, DC, July 30, 1987).
Congress of the U.S., Washington, D.C. House Committee on Interior and Insular Affairs.
PUB DATE - 89
NOTE - 422p.; Excerpted material contains small or faint type. Serial No. 100-68.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *American Indian Education; Boarding Schools; Enrollment; Federal Indian Relationship; Hearings; High Schools; *Land Use; Primary Sources; *School Closing; Tribes
IDENTIFIERS - Arizona (Phoenix); Congress 100th; *Federal Lands; *Phoenix Indian High School AZ

Since 1891, Phoenix Indian High School has served as a boarding school for Indian students. In February 1987, the Bureau of Indian Affairs (BIA) recommended that the school be closed, and that students be transferred to Sherman Indian School in Riverside, California. Congressional hearings in February and July 1987 received testimony on this proposal and on several plans for disposition of the federal land involved, about 100 acres of valuable real estate within the city of Phoenix. A BIA spokesman cited declining enrollment and further declines expected after the opening of two new reservation secondary schools as justification for the closure, and provided data on student, program, and school

*High Risk Students; Identification; *Needs Assessment; Prevention; *Student Needs; Test Bias
IDENTIFIERS - *Gallup McKinley School District NM; *Navajo (Nation); New Mexico

This paper focuses on New Mexico's high-risk Indian children and programs. Specifically, Western New Mexico University has been involved with the Gallup/McKinley public school district, the largest school district (5,000 square miles) in the United States (larger than New Jersey) with a school population that is 73% Indian. This paper examines specific Navajo acculturation variables linking to culture conflict, socioeconomic issues creating extreme environmental trauma, and testing bias issues resulting in inappropriate placement decisions. A profile of the high-risk Navajo child is created based on recent research data. This profile includes the following factors: no established language dominance in either English or Navajo, lack of knowledge about Navajo traditions, frequent changes of residence, no community involvement, lack of bonding with either parent, recent divorce or family death, frequent illness in family, parental drug or alcohol abuse, financial support from a public agency, lack of running water and electricity in home, and remote residence with no transportation. In order to identify high-risk children, an adequate assessment should include: (1) giving a comprehensive interview; (2) taking all steps to avoid testing bias; (3) analyzing the child's learning style; and (4) determining the appropriate counseling intervention models. This paper includes 39 references. (SV)

ED 330 520 RC 018 069

Hinson, Kay S.
Increasing Business and Parental Involvement in Grades 4-7 by Forming Partnerships between School and Local Businesses.

PUB DATE - 90
NOTE - 78p.; Ed.D. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Career Awareness; Dropout Prevention; *Field Trips; *Intermediate Grades; Junior High Schools; Parent Conferences; *Parent Participation; Parent School Relationship; Rural Education; *Rural Schools; *School Business Relationship; Youth Problems
IDENTIFIERS - *Partnerships In Education

This paper describes a practicum designed to increase parent and business involvement in the educational experiences of students in grades 4-7 at a rural school in the southeastern United States. Teacher surveys and other data indicated that the students had very little experience or understanding of the business world in which they eventually would function. A review of the literature shows the importance of parental and business involvement, resulting in improved parenting, dropout prevention, and better occupational education. In this project, local businesses were solicited for both services and funding in forming better school partnerships. A local fast-food restaurant, a chain retailer, a manufacturer, and a hospital formed partnerships with the school's fourth-, fifth-, sixth-, and seventh-grade classes, respectively. A local bank donated funds for a school reading center. Parental involvement was increased by encouraging students to seek parents' help on homework, providing parents with a handbook on adolescents' problems, and holding four parent meetings. Success of the program was measured by keeping records of the meetings and five-point continuum from Mexican to Anglo orientation. Questions were selected to reflect five elements of acculturation: language familiarity and usage, ethnic pride and identity, ethnic interaction, cultural heritage, and generational proximity. The instrument was administered to 450 college freshmen, of whom 352 were Mexican-American according to surname and self-report. Confirmatory factor analysis evaluated the fit of the data to six alternative four-factor models extrapolated from previous research and theoretical expectations. The results suggest that the constructs measured by the ARSMA are substantially correlated, and that the measure may have a more parsimonious structure than that suggested by previous studies using less sophisticated methods. This paper contains 24 references and 7 statistical tables. (Author/SV)

ED 330 539 RC 018 099

Wells, Robert N., Jr.
Indian Education from the Tribal Perspective: A Survey of American Indian Tribal Leaders.

PUB DATE - 15 Jan 91
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *American Indian Education; Cultural Education; Dropout Prevention; Dropouts; *Educational Needs; *Educational Quality; Elementary Secondary Education; Federal Indian Relationship; Federal Programs; Higher Education; *National Surveys; *Program Effectiveness; Trust Responsibility (Government)
IDENTIFIERS - Bureau Of Indian Affairs Schools; Tribally Controlled Schools; *Tribal Officials

This 1990 survey on American Indian education was conducted among 511 Native American tribal leaders, 227 (44.4%) of whom responded. The study found that 92% of Indian children attend state public schools. Fewer than 10% of Indian children attend Bureau of Indian Affairs Schools or tribally-operated schools. Only 52% of Indian students graduate from high school. Of those, 25% or fewer enroll in two- or four-year colleges, according to 62% of the respondents. About 64% of tribal leaders indicated that 10% or fewer of their tribal members who enroll in college earn a degree. In 48% of all schools, there are no Indian teachers. Over half (55%) of the schools Indians attend have Indians represented on their school boards. Head Start, Title 5 (Indian Education Act), and Johnson O'Malley are federal programs open to Indians. In 70% of the schools that Indian students attend, Native languages are not taught. Just under half (48%) offer courses in Indian history and culture. Priority educational needs were identified as literacy education, vocational education, and securing tribal educators. Principal obstacles include lack of funding and facilities, no incentives, and lack of family support. The studies concludes that federal funding for Indian education be increased, that dropout prevention and literacy education become priorities, and that colleges and universities develop academic support programs for Indian students. Indian teacher training, tribal input to educational reform, and teaching native languages, history, and culture are also emphasized. Survey questions and the response percentages are attached. (TES)

ED 330 540 RC 018 100

Kleinfeld, Judith, Ed.
A Student Teacher's Troubled Teaching Experience in Rural Alaska.

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Florida; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Florida, 2,534 students in 101 public schools were assessed. This report describes the mathematics proficiency of Florida eighth-graders, compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Florida students had an average proficiency of 255 compared to 261 nationwide. Many fewer students (Florida-10%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 556 SE 052 066

The State of Mathematics Achievement in Georgia: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Georgia; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment

EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *New Jersey; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In New Jersey, 2,710 students in 107 public schools were assessed. This report describes the mathematics proficiency of New Jersey eighth-graders, compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, New Jersey students had an average proficiency of 269 compared to 261 nationwide. Many fewer students (New Jersey-19%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 571 SE 052 081

The State of Mathematics Achievement in New Mexico: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *New Mexico; *Numeracy; State Mathematics Assessments; Trial State

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Guam; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Guam, 1,617 students in 6 public schools were assessed. This report describes the mathematics proficiency of Guam eighth-graders, compares their overall performance to students in the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Guam students had an average proficiency of 231 compared to 261 nationwide. Many fewer students (Guam-3%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 586 SE 052 096

The State of Mathematics Achievement in Virgin Islands: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-095.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment

Elementary Secondary Education; *Religious Education; Resource Materials; Science Education; Social Studies; Student Educational Objectives; Teaching Guides; Teaching Methods; Values Education

The permeation of gospel values into the entire curriculum is a mandate for the Catholic school. Permeation involves viewing, articulation, and evaluating content, methods, structures, and relationships through the eyes of faith. This guide provides methods, background, and resources to use in value permeation of classroom content. There are four chapters in the guide: (1) Methodology; (2) Resources for Social Studies; (3) Resources for Science; and (4) Resources for Literature. A summary of topics and a bibliographic list of references also is included. (DB)

ED 330 607 SO 030 263

Hurdle, Burton G., Jr.
Philosophy 323, Readings in Asian Thought. Syllabus.

SPONS. AGENCY - Center for International Education (ED), Washington, DC.; United States Educational Foundation in India.
PUB DATE - 29 Dec 89
NOTE - 47p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Buddhism; Confucianism; *Course Descriptions; Foreign Countries; Foreign Culture; Higher Education; Instructional Materials; *Non Western Civilization; *Philosophy; Reading Materials; *Religion Studies; Social Studies
IDENTIFIERS - *Asia; China; Hinduism; India

A survey course syllabus of Asian philosophy is presented. For each period of dates in the semester course, a reading assignment was made, discussion topics and questions proposed, and supplementary readings and sources suggested. The course focused on Indian philosophy, Buddhism and Hinduism, and Chinese philosophy, specifically Confucian thought. High school teachers could find the readings listed a helpful resource for teaching about Asia. (DB)

ED 330 608 SO 030 264

Social Studies 10, 20, 30: Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE - 90
NOTE - 326p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Citizenship Education; Class Activities; Curriculum Guides; European History; Foreign Countries; Global Approach; High Schools; Instructional Materials; *International Studies; Learning Strategies; North American History; Political Science; *Social Studies; Student Educational Objectives; *Teaching Methods
IDENTIFIERS - *Alberta

This teacher resource manual was developed to help teachers implement the Canadian province of Alberta's new Social Studies 10, 20, 30 (high school) courses. It offers suggestions on teaching social studies, planning for instruction, and instruction/evaluation strategies. For each grade level, class activities on the two topical areas to be taught are offered. Additionally for each topic, a selected different organizational teaching model, illustrating ways to cover the course objectives, Students: An Historical Overview" (M. Hamilton). The World Confederation of Organizations of the Teaching Profession policy statement on women in education and in teachers' organizations also is included. (NL)

ED 330 631 SO 030 385

Perspectives on Asia's Futures. Regional Research Seminar under Major Programme-1, Reflection on World Problems and Future-Oriented Studies (Bangkok, Thailand, July 20-24, 1987). Report.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE - 87
NOTE - 91p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Developing Nations; Foreign Countries; *Futures (of Society); *International Educational Exchange; International Programs; Long Range Planning; Public Policy; World Affairs
IDENTIFIERS - *Asia Pacific Region

Convened to review earlier studies on national development strategies and on the region's future and to discuss the emerging trends in scenarios of the future and perspectives for the future in the Asia-Pacific region, this UNESCO seminar was attended by: (1) principal authors of studies on national development strategies; (2) scholars engaged in the preparation of regional scenarios of the future in different areas of UNESCO's competence; (3) some of the researchers preparing Country Monographs on Review of the Studies on the Year 2000; and (4) other scholars from academic institutions as well as representatives from other agencies within the United Nations System. There are four main sections to this report: (1) Review of Development Experiences; (2) Studies on the Year 2000; (3) Threads Together: Overview of Discussion; and (4) Concluding Session. Four appendices include: (1) speeches at opening and closing sessions; (2) agenda; (3) time table; and (4) list of participants and observers. (DB)

ED 330 632 SO 030 387

Sheram, Katherine A.
GNP per Capita: Poster Kit 3. Measures of Progress. Teaching Guide.
World Bank, Washington, D. C.
PUB DATE - 89
NOTE - 55p.; For population growth rate kit, see ED 295 864. Color used in maps and charts will show in monochrome on microfiche.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Charts; Developed Nations; *Developing Nations; *Economic Development; Economics; Foreign Countries; Instructional Materials; Learning Activities; *Maps; Secondary Education; Statistical Analysis; Teaching Guides
IDENTIFIERS - *Gross National Product

This poster kit presents statistics on the gross national product (GNP) per capita from 120 countries with populations of more than one million. Third in a series of kits designed to promote understanding of the process of economic and social development, especially in low- and middle-income countries, this kit contains self-worth; and there is too much duplication of services between Chapter I, special education, bilingual, and migrant services. Contains 17 references. (DB)

ED 330 163 EC 300 135

Summers, Marcia; Piburn, Donald
A Study of Families with Two Handicapped Children.
Utah State Univ., Logan. Early Intervention Research Inst.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - 89
NOTE - 38p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Comparative Analysis; *Disabilities; Family Characteristics; Family Problems; Family School Relationship; Family Size; *Intervention; *Parent Attitudes; *Parent Education; *Severe Disabilities

The study compared 55 families with 2 moderatly to severely handicapped children, with 55 families with a single handicapped child. Comparisons were made for family characteristics and relative effectiveness of two intrventions (increased service intensity and parent involvement). Families with two handicapped children had significantly lower income and higher paternal unemployment, were more likely to be on public assistance, but were more likely to see themselves as close to their ideal. While greater intensity of services produced little differential impact on families of one versus two handicapped children, parent intervention programs appeared to have particular value for families with two handicapped children. Implications for professionals working with such families are drawn. Contains 16 references and 5 tables. (DB)

ED 330 164 EC 300 136

Osborne, Allan G., Jr.
The EHA and Mainstreaming: Has the Idaho Supreme Court Taken a Step Backward?

PUB DATE - 90
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Court Litigation; Due Process; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Mainstreaming; *Severe Disabilities; Student Placement
IDENTIFIERS - Education for All Handicapped Children Act; *Idaho; *Thornock v Boise Independent School District

The paper examines an Idaho Supreme Court decision (Thornock versus Boise Independent School District) that placement of a severely handicapped student in a regular classroom with the assistance of an aide was preferable to placement in a segregated special education classroom. The paper argues that this decision is contrary to the provisions of the Education for All Handicapped Children Act, to Congressional intent, and to established case law which has held that the least restrictive environment provision is secondary to the requirement that needed special education services be provided. Case law is reviewed, addressing the least restrictive environment principle, tuition reimbursement, and handicapped parochial school students. It is noted that the United States Supreme Court declined to review this decision on appeal.

ED 330 182 EC 300 154

Rivers, Eileen

The Relationship between Cultural Background and Parental Perceptions of Functional Educational Programming for Students with Severe Handicaps.

PUB DATE - 14 Nov 90

NOTE - 25p.; Paper presented at the Annual Meeting of the Midsouth Educational Research Association (New Orleans, LA, November 14, 1990).

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS - *Blacks; Cultural Differences; Cultural Influences; *Disabilities; Educational Practices; Educational Quality; Elementary Secondary Education; Family Characteristics; Hispanic Americans; *Parent Attitudes; Parent School Relationship; Preschool Education; Program Effectiveness; Racial Differences; Special Education; *Whites

The study examined whether a relationship exists between cultural background (Caucasian, Hispanic, or Black) and families' attitudes toward educational programming for a family member with severe disabilities. Useable surveys were returned by 91 respondents out of the 103 of 337 families (31%) to whom surveys had been distributed. The 40-item questionnaire covered previously identified program quality indicators in the areas of: integration; data-based instruction; criterion of ultimate functioning; professional practices; and staff development. The generally positive attitudes of parents towards functional programming for their sons/daughters provided social validation for the "best practice" literature base in the field of severe handicaps. Parental satisfaction with educational programs was highly correlated with objective measures of program effectiveness. Among differences between cultural groups were that Black parents felt more strongly that handicapped students should not be prepared for the same types of living situations as nonhandicapped adults. Parents of sons were more positive about the curriculum than parents of daughters. The low number of Hispanic respondents made drawing conclusions concerning this group difficult. Results support individual family centered intervention programs, the development of parent awareness of "best practices"; and the maintenance of control of services with the family. The survey is attached. Includes 45 references. (DB)

ED 330 183 EC 300 155

Ellis, Mickie

A Multi-Educational Approach to Improving Teacher Skills with Special Needs Preschoolers in Group Settings.

PUB DATE - 23 Sep 90

NOTE - 75p.; Practicum Report, Nova University. For the related resource manual, see EC 300 156.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE - Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS - *Disabilities; Inservice Teacher Education; Mainstreaming; Preschool Education; Program Effectiveness; Teacher Attitudes; *Teacher Improvement; *Teaching Skills

The practicum developed and implemented an inservice teacher education program to improve services to exceptional children in

PUB DATE - Jul 89
NOTE - 26p.; Paper presented at a Meeting of the Society of Pakistani English Language Teachers (Karachi, Pakistan, July 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classification; *Difficulty Level; *English (Second Language); *English for Science and Technology; Foreign Countries; *Grammar; Higher Education; Metaphors; Secondary Education; Second Language Instruction; Semantics; Vocabulary Development

While native and non-native English-speakers may approach scientific English differently, the same features cause difficulty for both groups. The difficulties generally occur more with grammar and the complex relationships between terms than with vocabularly, and may be classified in seven categories: interlocking definitions, technical taxonomies, special expressions, lexical density, syntactic ambiguity, grammatical metaphor, and semantic discontinuity. These features are closely related and tend to cluster together as characteristics of scientific discourse. They are not arbitrary, but have evolved to meet the needs of scientific method, argument, and theory. As learners master these features, they are also mastering scientific concepts and principles. The best tool available for helping students understand scientific English is functional grammar, which enables analysis of any passage in relation to its context in the discourse. (MSE)

ED 330 204 FL 019 040

Cronin, Mary C.; And Others
Test informel de lecture en Francais: Manuel de L'evaluateur et Histories. (Informal French Reading Test: Evaluator's Manual and Stories.)
Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.
SPONS. AGENCY - Saskatchewan Dept. of Education, Regina.
PUB DATE - 90
NOTE - 190p.
LANGUAGE - French
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Elementary Education; FLES; Foreign Countries; *French; Illustrations; *Immersion Programs; Reading Processes; *Reading Skills; *Reading Tests; Second Language Instruction; Second Language Learning; *Student Evaluation; Testing
IDENTIFIERS - Canada

This document (two manuals combined) offers a practical, straightforward means of evaluating the reading level of students in French immersion classes at the elementary level. The evaluator's manual features a good review of the relevant publications in the field and provides clear, detailed descriptions of each of three reading levels, the administration of the test, and the grading process. In addition, the manual lists a number of suggestions for fostering successful reading practices in the immersion language. The "stories" manual is made up of stories with simple illustrations, which are intentionally constructed not to give away the story line. (SR)

Literacy Education)

ED 330 224 FL 800 305

Shugurensky, Daniel
Introduccion al Mundo de la Promocion Social (Introduction to the World of Community Development Education). Apuntes de promotor/2.
Regional Centre for Adult Education and Functional Literacy for Latin America, Patzcuaro (Mexico).; United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and Caribbean.
PUB DATE - 91
NOTE - 97p.
LANGUAGE - Spanish
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Community Development; *Economic Development; Foreign Countries; *Literacy Education; Self Esteem; Student Participation
IDENTIFIERS - *Latin America

This booklet presents a discussion that focuses on the relationship between adult literacy and the economic development of a community. The principal characteristics of the currents that have had most influence in Latin American during the last decade are described, and a new alternative for community development education is presented. This alternative is referred to as popular promotion and education, and emphasizes the role of the promoter (community activist) as educator, playing an important part in social development. The promoter must provide educational experiences, helping individuals develop attitudes and abilities that will provide useful results in their own economic reality. The promoter also has the role of helping the community keep its traditions and maintaining pride in those traditions. In this way, the promoter will be helping to develop a self-confidence that is very much needed in order for a community to develop. The promoter must establish a relationship of equality with his or her people, recognizing and expressing that he or she is a part of the learning experience. (Adjunct ERIC Clearinghouse on Literacy Education) (OPF)

ED 330 225 FL 800 306

Vejarano, Gilberto; And Others
La Communicacion en la educacion de Adultos y el Desarrollo Rural (Adult Literacy and Rural Development). Cuadernos del CREFAL 14.
Regional Centre for Adult Education and Functional Literacy for Latin America, Patzcuaro (Mexico).
PUB DATE - Aug 89
NOTE - 58p.
LANGUAGE - Spanish
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Developing Nations; Economic Development; Educational Needs; Foreign Countries; *Literacy Education; Program Design; Rural Areas; *Teaching Methods
IDENTIFIERS - *Latin America

This booklet presents the ideas that came out of the Regional Meeting for Adult Literacy and Rural Development. The meeting took place in September 1981 at the Regional Center for Adult Education and Functional Literacy for Latin America (CREFAL) in Mexico. Basically, a discussion of adult literacy in the rural areas of

DESCRIPTORS - Access to Education; College Admission; Comparative Analysis; *Educational Testing; Ethnic Groups; Graduate Study; Higher Education; High School Graduates; High Schools; Performance; Predictive Measurement; Professional Education; *Standardized Tests; Student Evaluation; Student Placement; *Test Reviews; Test Validity

IDENTIFIERS - California; California State Postsecondary Education Comm

This report of the California State Postsecondary Education Commission discusses standardized testing at the higher education level in California and is comprised of three parts. Part 1 describes six tests related to undergraduate admission, placement, and financial assistance. Part 2 describes five tests required by graduate programs and professional schools for admission. For each of these tests, the report summarizes what the test is designed to measure, how it is formatted, and how it is used in California. The report also summarizes national and California participation and performance data by sex and major ethnic group for the last 5 years, to the extent this information is provided by the test sponsors. In addition to mean (average) test performance by group, the report reviews available data on the test's predictive validity and standard error of measurement that have implications for appropriate test use. Part 3 reviews the relations between standardized testing and college admission in California and the role testing companies have, or can have, in expanding access for Hispanic, Black, and American Indian students. The report concludes by identifying three areas in which further efforts are needed in order for the Commission to respond more completely to the authorizing statute. Appendices contain State Senate Bill 1416 and test sponsor materials. Contains 43 references. (GLR)

ED 330 245 HE 024 321

Services for Students with Disabilities in California Public Higher Education, 1990. The First in a Series of Biennial Reports to the Governor and Legislature in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987). Report 90-15.

California State Postsecondary Education Commission, Sacramento.

PUB DATE - Apr 90

NOTE - 187p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS - Access to Education; *College Planning; College Programs; College Students; *Compliance (Legal); *Disabilities; Educational Policy; Higher Education; Resource Allocation; State Legislation; *Student Personnel Services; Two Year Colleges

IDENTIFIERS - California Community Colleges; California State University; University of California

This report presents the response of the California State Postsecondary Education Commission to the State of California Legislature's mandate for biennial segment reports from the University of California, California State University, and the California Community Colleges on their efforts to implement State policy regarding development programs for students with disabilities. The report reviews four major topics of the segment reports, which are attached as appendices and comprise most of this document. The topics are: (1) the development of formulas and procedures for the allocation of funds to disabled student services; (2) new regulations and policies for disabled student services; (3) intersegmental coordination in the development of disabled student programs; and (4) segmental 5-year plans for comprehensive evaluations of all state-funded disabled student

Compliance (Legal); Federal Legislation; Higher Education; *Sexual Harassment; Social Behavior; Teacher Student Relationship
IDENTIFIERS - *Title IX Education Amendments 1972

This pamphlet addresses the issue of sexual harassment as it relates to students of postsecondary education institutions. It presents information concerning Title IX of the 1972 Education Amendments and provides answers to the following questions about sexual harassment: (1) What is an institution's legal responsibility to respond to allegations of sexual harassment? (2) What can a student who is confronted by sexual harassment do? (3) How does the grievance process work? (4) How does a student file an OCR (Office for Civil Rights) complaint? (5) Why should a student report a sexual harassment experience? and (6) What is the best way for an institution to deal with sexual harassment? Suggested considerations when developing an institution's sexual harassment grievance procedure are also provided. A list is provided of the U.S. Department of Education, Office for Civil Rights regional offices throughout the country. (GLR)

ED 330 266 HE 024 353

Fayne, Harriet R.
Practicing What We Preach: Key Issues in Faculty Evaluation.

PUB DATE - 1 Mar 91
NOTE - 45p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Atlanta, GA, March 1, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - College Faculty; *Evaluation Methods; Faculty Development; *Faculty Evaluation; Higher Education; Instructional Improvement; Job Performance; Personnel Evaluation; *Portfolios (Background Materials); *Teacher Effectiveness; Teacher Improvement

This paper addresses faculty evaluation and the use of performance-based assessment documents (teaching dossiers or portfolios) to promote and maintain a high level of teaching quality at the higher education level. It is suggested that an evaluation tool, such as the dossier, should emphasize teaching effectiveness and allow educational institutions to make teaching a central criterion in hiring, promotion, and tenure decisions, as well as encourage faculty to focus specifically on self-selected instructional variables as they prepare their materials. Additionally, portfolios are viewed as a way to professionalize teaching. A small, liberal arts college (Otterbein College in Ohio) is presented as a case study in the use of portfolio evaluations. The annual portfolios include: (1) goals and objectives, related to the four major areas to be evaluated (teaching, scholarship, service to students, and service to department/college/community); (2) a description of the types of support needed to achieve these goals; (3) a collection of materials related to accomplishments; and (4) a narrative summary of previous goals and objectives met or unmet. Peer observations and student course evaluations are also included in the portfolios. Illustrative portfolio examples are provided in appendices. The paper concludes with observations from faculty on the success and desirability of using portfolios in teaching assessments. Contains 7 references. (GLR)

ED 330 267 HE 024 354

assistance regarding financial assistance programs; professional development or enrichment opportunities; and graduate student orientation. Tables detail results by college and student type. The questionnaire, descriptive statistics, and respondents' comments are appended. (JB)

ED 330 285 HE 024 373

Kerr, Clark; Gade, Marian L.
The Guardians: Boards of Trustees of American Colleges; What They Do and How Well They Do It.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
SPONS. AGENCY - Kellogg Foundation, Battle Creek, Mich.
PUB DATE - 89
NOTE - 236p.; For related documents, see ED 267 704.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Board Administrator Relationship; College Governing Councils; Colleges; Evaluation; Governance; *Governing Boards; Higher Education; Institutional Administration; Interviews; Performance; Policy Formation; Surveys; *Trustees; Universities
IDENTIFIERS - Association of Governing Boards of Univs and Colls

The American institution of Academic Boards of Trustees is examined, with attention to their operation and conduct; their importance to the effective functioning of American higher education; whether their roles are subject to erosion over time; and their relationship to the college presidency. The analysis is based partially on interviews conducted in previous Association of Governing Boards of Universities and Colleges (AGB) studies on the college presidency, and returned survey responses (N=1,400) on board operations from board chairs, presidents and heads of campus faculty organizations who were serving in 1987. The monograph covers various aspects of the operations of the boards of trustees, including their functions, their historical development, and trends. A number of evaluations are made, major problem areas are identified (such as drawing the line between what the board does and what the president and other administrators do) and 22 recommendations are advanced. The appendixes include the following items: (1) a list of participants; (2) the questionnaire itself; (3) various documentation, including reports relating to the board of trustees; and (4) a 12-page annotated bibliography. (LPT)

ED 330 286 HE 024 374

The Regents 1990 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education in New York State 1988, Volume 1.
New York State Education Dept., Albany.
PUB DATE - Oct 90
NOTE - 123p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Access to Education; Annual Reports; *Educational Assessment; Educational Cooperation; *Educational Finance; *Enrollment Trends; *Higher Education; Master Plans; Private Colleges; Public Education; State Universities; *Statewide Planning; Student Financial Aid
IDENTIFIERS - *New York

The first volume of the 1990 progress report of the Regents' 1988

Kiel); (10) "An Animated Dial Object" (Tony Longson); and (11) "DragIt" (Roland Carpenter). Other faculty members involved in the project were Gary Novak, geology, and Trina Valencich, Vickie and Joe Bragin, and Richard Keys, chemistry. A series of 14 screen dumps from some of the applications is attached. (DB)

ED 330 304 IR 014 918

Nelson, Elizabeth; Nelson, Edward
Social Science Instructional Modules Workshop.

SPONS. AGENCY - California State Univ., Fresno. Inst. for Teaching and Learning.
PUB DATE - 90
NOTE - 37p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - College Faculty; College Students; *Computer Assisted Instruction; Computer Software; Ethnic Studies; Higher Education; History Instruction; *Instructional Materials; *Learning Modules; Microcomputers; Political Science; *Social Sciences; *Statistical Analysis; Womens Studies
IDENTIFIERS - Mainframe Computers

The five instructional packages in this collection were created by faculty members in the California State Universities to introduce students--and even faculty--to the easy steps involved in working with computers in instructional settings. Designed for students and faculty in entry-level courses who have little or no background in quantitative data analysis or computer use, the learning modules can also be made part of more advanced courses. They use actual, current data sets from the 1980s, and are designed to be incorporated either as principal or supplemental instructional materials in the social sciences, political science, history, ethnic studies, women's studies, and quantitative methods courses. The modules can be used with the California central cyber system and SPSS or with an IBM/PC and SPSS/PC . Each manual provides background information on the specific topic, an introduction to sampling and quantitative analysis, a codebook, instructions for use with the main frame and microcomputers, and a series of graduated exercises that lead the students into progressively more complex processes. This document contains: (1) summaries of the instructional modules; (2) ordering information; (3) instructions for getting started with the modules and integrating them into the classroom; (4) using SPSS on campus; (5) using the data diskette; (6) using SPSS/PC with and without menus; (7) using SPSSX on the central cyber; and (8) using SPSSONL on the central cyber. Also included are lists of project participants and campus representatives. Abstracts for each of the five modules are provided at the end of the document. (DB)

ED 330 305 IR 014 919

Norman, Douglas
Using Radio To Deliver Teacher Training in West Africa.

PUB DATE - 90
NOTE - 9p.; Paper presented at the Annual Third World Studies Conference (13th, Omaha, NE, October 5, 1990).
LANGUAGE - English

ED 330 325 IR 014 944

Kaelin, Elmer
Helping Put Technology into Classrooms for Less Than a Penny a Day.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE - 90
NOTE - 10p.; Paper presented at a Legislative Work Conference of the Southern Regional Education Board.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Change Strategies; Computer Assisted Instruction; *Educational Change; *Electronic Classrooms; Elementary Secondary Education; *Financial Support; Information Networks; Inservice Teacher Education; Postsecondary Education; Rural Education; *School Business Relationship; *State School District Relationship

This paper argues that: (1) technology with its ability to individually tutor each child has rendered the blackboard classroom based on group teaching obsolete; (2) state leaders must provide the initiatives it will take for America to make the transition to the technology-driven classroom by the year 2000; and (3) a significant portion of the costs of this transition can be met through a partnership between states and the regulated utilities industry. Dynamics that occur in the computer classroom are noted, as well as some advantages of networked classrooms. A program established by a Maryland-based utility--Potomac Edison--is then described. This program has resulted in the establishment of partnerships with the departments of education in the utility's three-state service area--Virginia, Maryland, and West Virginia--and the placing of technology-based classrooms in the 23 school districts (mostly rural) served in these states. The "penny a day" financing that influenced the development of this project is described as an example of the relationship that can exist between states, business and industry, and schools. It is noted that Potomac Edison has also established a teacher training center at its corporate headquarters and equipped a mobile van with a 30-station classroom for training and demonstrations. The story of an eighth grade student's success in winning a CAD (computer-assisted design) state championship after studying in one of the schools participating in the program concludes the paper. (DB)

ED 330 326 IR 014 945

Muir, Michael
Fantastic Journey through Minds and Machines.
International Society for Technology in Education, Eugene, OR.
PUB DATE - 90
NOTE - 135p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),
DESCRIPTORS - *Artificial Intelligence; Computer Games; Computer Software; Educational Strategies; Elementary Secondary Education; Expert Systems; *Microcomputers; *Programing; Programing Languages; Robotics
IDENTIFIERS - *LOGO Programing Language

accomplished. An appendix summarizes the basic grants for fiscal year 1989 and indicates the assessment, training, personnel, library materials, dissemination, transportation, special programs, and construction costs for each tribe, by state. (MAB)

ED 330 345 IR 053 508

Library Resources for the Blind and Physically Handicapped. A Directory with FY 1989 Statistics on Readership, Circulation, Budget, Staff, and Collections.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE - 90
NOTE - 113p.; For the 1988 edition, see ED 314 060.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Audiotape Cassettes; *Blindness; Braille; *Library Networks; Library Statistics; *National Programs; Nonprint Media; Organization; *Outreach Programs; *Physical Disabilities; *Public Libraries; Regional Libraries; Resource Materials; Tables (Data); Talking Books; User Needs (Information)

A free national library service providing recorded and braille materials is administrated by the National Library Service (NLS) for the Blind and Physically Handicapped in the Library of Congress. With the cooperation of authors and publishers who grant permission to use copyrighted books, NLS selects and produces full-length books and magazines in braille and on audiodisk and cassette. The reading materials are then distributed to a cooperating network of 56 regional and 92 subregional libraries that circulate them to eligible borrowers by postage-free mail. In the first section of the directory, the NLS network libraries and machine-lending agencies are arranged alphabetically by state. Each entry includes the library's address, phone and FAX numbers, operating hours, name of contact librarian, a description of the collection, assistive devices and special services offered, and the library's publications. Within each state the regional library appears first, followed by subregional libraries listed alphabetically by city. In several states two regional libraries have been established; in these instances, the specific service area of each library is shown. Regional libraries that also function as machine-lending agencies are identified by an asterisk. Separate machine-lending agencies (if any) are listed as the final entry for a state. The directory's second section is devoted to additional library resources available from 15 private organizations, e.g., the Braille Association of Kansas, Inc., which are arranged alphabetically by the name of the organization. These entries provide information on eligibility requirements, special media, subject coverage, and the organization's lending policies. Two appendixes, which make up more than a third of this publication, provide statistics on the readership and circulation, budgets, staff, and collections of the NLS network libraries. (MAB)

ED 330 346 IR 053 509

Helsing, Cheryl; And Others
Executive Guide to the Protection of Information Resources.
National Inst. of Standards and Technology, Gaithersburg, MD.
PUB DATE - Oct 89
NOTE - 25p.; For a related report, see IR 053 510.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

publications, which are given SuDocs (Superintendent of Documents) call numbers. Two appendixes provide lists of the library's environmental and ecological science periodicals and its periodical indexes. (MAB)

ED 330 364 IR 053 531

Eisenberg, Michael B.; Berkowitz, Robert E.
Information Problem Solving: The Big Six Skills Approach to Library & Information Skills Instruction.

PUB DATE - 90
NOTE - 173p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Cognitive Processes; *Course Integrated Library Instruction; *Curriculum Development; Elementary Secondary Education; *Learning Resources Centers; *Library Skills; *Media Specialists; School Libraries; Systems Approach
IDENTIFIERS - Curriculum Mapping; *Information Skills

This book presents a systematic approach to integrated library and information skills instruction that is based on six broad skill areas necessary for successful information problem-solving, otherwise referred to as the "Big Six Skills." It begins with definitions and explanations of the Big Six Skills approach, moves to a discussion of implementation, and concludes with specific exemplary instructional units and lessons. Six chapters emphasize practical and tested techniques to develop and implement library and information skills instructional programs based on the Big Six Skills approach: Chapter 1 revisits the overarching concepts and themes of the approach; chapter 2 defines and explains an expanded view of the specific levels of the Big Six Skills; chapter 3 provides contextual examples and exercises to develop a better understanding of the Big Six Skills; chapter 4 focuses on practical actions that relate to planning and implementation of the approach; chapter 5 offers exemplary instructional units to act as models for elementary and secondary settings; and chapter 6 provides examples of generic lessons that can be adapted to assist in delivering the desired integrated instruction. Two appendixes include completed exercises from chapter 3 and four sample curriculum maps generated from a K-12 sample curriculum database. A subject index and a 27-item bibliography are also provided. (MAB)

ED 330 365 IR 053 532

Osborne, Nancy Seale, Comp.
Intercultural Communication and the College Campus: A Select Annotated Bibliography 1985-1990.
State Univ. of New York, Oswego. Coll. at Oswego.
PUB DATE - Jan 90
NOTE - 7p.; This bibliography was compiled for the Human Diversity Workshop (Oswego, NY, January 19, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Annotated Bibliographies; Asian Americans; Blacks; *College Students; English (Second Language); *Foreign Students; Higher Education; Hispanic Americans; *Intercultural Communication; Intergroup Education; Intergroup Relations;

Higher Education; *Intercollegiate Cooperation; Participant Satisfaction; Program Content; Program Evaluation; *Teacher Workshops; *Transfer Programs; Universities
IDENTIFIERS - Bakersfield College CA; California State University Bakersfield

In an effort to improve communication between Bakersfield College (BC) and California State University at Bakersfield (CSUB) and prepare proposals for course and placement articulation agreements, a four-phase series of meetings, grading sessions, and workshops were held involving English, English as a Second Language (ESL), and Communications faculty from both institutions. The activities focussed on placement procedures, developmental English standards, freshman composition standards, proficiency standards, and ESL instruction. A writing consultant from Kern High School District also met regularly with the group. This final report of the project includes a schedule of the meetings held, a project expenditure summary, a copy of the proposed articulation agreements for writing courses at the two colleges, a report by the project consultant, an evaluation instrument developed by the consultant for use by the project directors, and a copy of a letter from the English department at BC voting unanimously to accept the criteria for English course articulation with CSUB. Outcomes of the project cited in the consultant's report include: (1) resolutions declaring course equivalencies have been or will be accepted by both institutions; (2) a course equivalency resource manual will be developed to be shared by local high school English department chairs, counselors, and entering students; (3) staff development, evidenced by the enthusiasm of participants, has been fostered; and (4) a demonstrated model of intercollegiate cooperation has been devised. (JMC)

ED 330 383 JC 910 166

Boughan, Karl
A Cluster Analysis of the 1985-1989 Credit Student Body: Implementing Geo-Demographic Marketing at P.G.C.C. Market Analysis MA91-4.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE - Dec 90
NOTE - 26p.; For a similar analysis of non-credit students, see JC 910 167, and for a detailed description of the geo-demographic cluster analytic system employed in this study, see ED 325 182 and JC 910 168.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Cluster Analysis; Community Characteristics; Community Colleges; Credit Courses; Institutional Research; *Marketing; Models; Organizational Effectiveness; *Population Distribution; Residential Patterns; Socioeconomic Influences; *Socioeconomic Status; Student Recruitment; Two Year Colleges; *Two Year College Students; Urban Demography
IDENTIFIERS - Prince Georges Community College MD

In an effort to better market the college's credit programs and services, Prince George's Community College (PGCC), Mayland, has employed its own tracking system which utilizes a socioeconomic segmentation of their serviceable target population. This approach utilizes U.S. Census data grouping neighborhoods into 24 natural socioeconomic, cultural and lifestyle "clusters" for which special marketing strategies can be developed. In 1990, a cluster analysis was undertaken of all 36,145 county resident students who attempted at least one credit course at PGCC during the 5-year

year, with crisis management becoming the norm. Because the external environment is evaluated infrequently, the institution does not have the broad view necessary to make appropriate decisions. Mission statements, rather than serving as a pragmatic guide for the organization's future, simply adorn college catalogs. Strategic planning requires the creation of a specific vision for a college, reflecting decisions in five areas: (1) institutional mission; (2) targeted groups; (3) programs offerings and priorities; (4) comparative advantages; and (5) key institutional objectives. Strategic planning helps to clarify an institution's mission and can link budgeting and planning processes to maximize effective use of resources, increasing internal consensus and external support. Because strategic planning involves self-evaluation, it is often resisted by groups within an institution. Assessment of the external environment should consider economic, demographic, political, social, and technological factors. The strategic planning process itself is comprised of three elements: mission statement development; analysis of internal strengths and weaknesses as well as external opportunities and threats; and strategy development. The result of the process should be a 3- to 5-year operational or tactical plan which leads to institutional mission accomplishment. Brief reviews of two additional strategic planning models, and a 25-item bibliography are included. (PAA)

ED 330 400 JC 910 186

Hill, Jim
GAIN in the Community Colleges: A Report on the 1989-90 Survey on Participants and Funding in the Greater Avenues for Independence Program.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE - Mar 91
NOTE - 37p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS - Agency Cooperation; Community Colleges; *Economically Disadvantaged; Educational Finance; *Employment Programs; Enrollment; Financial Support; Institutional Cooperation; Institutional Role; Job Placement; Job Training; Program Costs; *Program Effectiveness; Program Evaluation; Remedial Instruction; State Programs; *Student Characteristics; Two Year Colleges; *Welfare Recipients; Welfare Services
IDENTIFIERS - *California Community Colleges; *Greater Avenues for Independence

The Greater Avenues for Independence (GAIN) program is a comprehensive effort by the state of California to provide education, and employment and support services to eligible welfare recipients. In cooperation with county welfare departments, the California community colleges (CCC) are one of the major systems providing GAIN services to welfare clients. In 1990, a survey was conducted in the CCC system to determine basic information on the scope and nature of GAIN programs during 1989-90. Questionnaires were mailed to the chief executive officer and GAIN contact person at each of the 107 community colleges in California. Study findings, based on an 88% response rate, included the following: (1) the number of program participants systemwide increased to 21,820 in 1989-90, up 40% from the previous year; (2) 68.9% of the GAIN students were female, 60.4% were non-white, and 84% were 25 years of age or older; (3) total GAIN funding for community colleges was $35.6 million in 1989-90, up from $26.6 million in 1988-89; (4) credit average daily attendance (ADA) produced 83% of transferred; and a list of employers of 1990 graduates. Study findings include the following: (1) in 1990, 488 men and 582 women graduated from the postsecondary technical educational system; (2) 73% of the graduates went directly to full-time employment, and 5% took part-time employment; (3) 92% of the employed graduates were working in areas related to their field of study and 81% were working within New Hampshire, with the remainder generally employed in New England; (4) the nursing programs had the largest numbers of graduates (n=257); (5) 92% of the employed graduates could commute to their jobs from their homes; and (6) average starting salaries were $16,562 for business program graduates, $18,521 for technical and industrial program graduates, $22,704 for health program graduates, and $26,627 for general associate degree graduates. Data tables and the system mission statement are included. (PAA)

ED 330 417 JC 910 214

Washington Community Colleges Fall Quarter Report 1990.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE - Mar 91
NOTE - 49p.; For the 1989 report, see ED 316 301.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS - *College Faculty; College Transfer Students; Community Colleges; *Enrollment Influences; *Enrollment Trends; Full Time Equivalency; Remedial Programs; School Demography; State Aid; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS - *Washington

A statistical overview is provided of trends in course enrollments and student characteristics in the Washington community colleges. The report examines total course enrollments; full-time equivalent (FTE) enrollment in academic, vocational, and basic skills programs; state-supported FTEs by college; headcount and FTE enrollment in state-supported basic skills and developmental courses; enrollment trends in transfer and vocational programs from 1986 to 1990; on-campus FTEs by college; trends in numbers of full- and part-time faculty by college from 1986 to 1990; and percentages of full- and part-time faculty by college. With respect to student characteristics, the report reviews demographics, day/evening attendance, course area, and headcount by college and funding source. Highlighted findings include the following: (1) the Washington community college system served 98,886 FTE students in fall 1990 (a 2.2% increase from fall 1989), with 84,276 of them in state-funded courses; (2) total fall 1990 headcount enrollment was 179,886, a 1.5% increase from 1989; (3) minority students comprised 18% of the fall 1990 student population; (4) 58% of the fall 1990 students were female; (5) enrollment of the 20- to 24-year-old age cohort increased by 10% between fall 1989 and fall 1990; (6) new students in fall 1990 showed a decline for the fifth year in a row; (7) student demand for developmental studies increased; and (8) state-supported FTE's grew by 0.2% to comprise 85% of the total FTEs. Appended tables compare individual schools' state-supported courses, vocational activities, enrollments, and state- and contract-supported students. (JMC)

ED 330 418 JC 910 215

Fraser, David A. S.
Seniors' Outreach Project: Sabbatical Report for the Year 1989-1990.

participate? (2) When can one use pilot program services? (3) Who provides program services? (4) Where and when should one call to use the program? (5) How much will emergency child care cost? (6) What will the employee's share of the costs be? (7) What are the tax implications of participation in the Emergency Child Care Plan? Concluding sections concern special considerations for highly compensated employees, the dependent-care tax credit, program follow-up and evaluation, and the program's compliance with the Employee Retirement Income Security Act of 1974 (ERISA). (RH)

ED 330 436 PS 019 334

Cadiz, Sharon M.
The Continuum of Teacher Training: A Developmental Approach to Teacher Preparation.

PUB DATE - 89
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Literature Reviews; *Professional Development; *Program Improvement; *Teacher Burnout; *Teacher Education; *Teacher Improvement
IDENTIFIERS - *Cognitive Modeling

The literature describes a wide range of possible outcomes related to teacher development. From candidates' preservice training, to staff development for teachers, consistent growth and change occurs. The stages of this growth have been viewed as discreet units of training and practice. The literature suggests a number of methods for correcting this problematic view. Realities of the teaching profession are often the result of distortions created by educational institutions. When teachers become dissatisfied with the realities shaped by educational institutions, they often leave the profession or experience burnout. The worst outcome occurs when teachers stay and perpetuate unhappy realities with mediocre performance. Research on work behavior, self-efficacy beliefs, and burnout promotes an understanding of the need to improve teacher education. The profession is in danger when teachers spend less than 50 percent of their time on instructional activities, and have little or no time to interact with peers in a collaborative way. Ideally, teachers would be brought into the mainstream of the education profession and supported, developed, and advanced. Teachers need to be inoculated against the scourge of burnout, which begins in their training and continues in their practice. (RH)

ED 330 437 PS 019 391

Prakasha, Veda
Our Future Is in Our Children: The Case for Early Childhood Care and Education. Notes, Comments...(Child, Family, Community). Digest No. I.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE - 25 Jul 83
NOTE - 92p.; For other digests in this series, see PS 019 392-394.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Wokurka, Linda
The Development of an Earthquake Preparedness Plan for a Child Care Center in a Geologically Hazardous Region.

PUB DATE - 90
NOTE - 62p.; M.S. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - *Day Care; Early Childhood Education; *Earthquakes; *Educational Planning; Program Design; *School Safety

The director of a child care center at a community college in California developed an earthquake preparedness plan for the center which met state and local requirements for earthquake preparedness at schools. The plan consisted of: (1) the identification and reduction of nonstructural hazards in classrooms, office, and staff rooms; (2) storage of adequate food and water; (3) ensuring the availability of sufficient medical and emergency supplies and communications equipment to maintain a safe and healthy environment for children and staff for 72 hours; (4) training of staff in emergency procedures; and (5) an education component for parents and children. Through the use of a series of situation cards, staff members demonstrated their increased knowledge of earthquake procedures. A parent survey was developed to assess parents' knowledge of the location of the evacuation site and the procedure for reuniting children with their parents. An evacuation drill indicated the children's ability to follow instructions to drop to the floor and proceed to evacuate in an orderly manner. Appendices provide sample surveys, parent information, and earthquake planning guides. (RH)

ED 330 458 PS 019 490

Dupin, Henri; Guerin, Nicole
Immunity and Nutrition.
International Children's Centre, Paris (France).
PUB DATE - 90
NOTE - 44p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Guidelines; Immunization Programs; *Infants; *Mothers; *Nutrition
IDENTIFIERS - *Immune Defenses (Human); *Nutritional Deficiencies; Vaccination

The three articles in this issue of a periodical focussed on various aspects of the life and health of children in the tropics concern: (1) immune defenses; (2) interactions between nutrition disorders and infection; and (3) immunity and vaccination. The science of immunology has progressed rapidly in recent years. A brief review of present scientific understanding of immune defenses is presented. It is noted that most public health-oriented research on individual nutritional status points to the existence of interactions between infection and nutrition disorders. Practical aspects of this interaction are discussed. Also addressed is the issue of when, and against which diseases, women, mothers, and children in physiologically difficult situations should be immunized. (RH)

ED 330 459 PS 019 499

Last Best Chance: Middle Grades Task Force Report.

subjects' tendencies to cite particular experiences as having been most important in their moral development. Factor analysis of subjects' responses yielded justice issues and concern for others factors. Females indicated that they had learned a moral lesson that was more related to concern for others than that learned by the males. Results recommend the method used, rather than exclusive reliance on inquiries about hypothetical dilemmas. (RH)

ED 330 479 PS 019 554

Child Care in Oregon: Report to the Governor and Legislature, 1990-91.

Oregon Commission on Child Care, Portland.

PUB DATE - 90

NOTE - 20p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS - Agency Cooperation; *Background; Budgets; *Day Care; Economic Factors; Elementary Education; Employer Supported Day Care; *Futures (of Society); Preschool Education; *Program Effectiveness; State Legislation; State of the Art Reviews; *State Programs

IDENTIFIERS - *Oregon

This report by the Oregon Commission for Child Care discusses child care in Oregon in terms of its accomplishments, issues, obstacles, and future. Accomplishments in the areas of legislation, state agency coordination, community outreach, and an annual conference are described. Issues and obstacles are discussed in terms of economics and the workforce, employers' leadership role in providing child care, and the effects of caregivers and the conditions of their employment on children in their care. Future issues include legislative concepts for 1991 and budget requests for 1991-93. An annotated list profiling employers who provide models of high quality child care services is also included. (RH)

ED 330 480 PS 019 559

Edmiaston, Rebecca; And Others

Colorado Preschool Project. Progress Report: Year 1. A Report to the Colorado General Assembly.

SPONS. AGENCY - Colorado State Dept. of Education, Denver.

PUB DATE - Jul 89

NOTE - 44p.; For executive summary, see PS 019 560. Funding also provided by the Piton Foundation and the Clayton Foundation.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE - Reports - Evaluative/Feasibility (142)

DESCRIPTORS - *Cooperation; *Delivery Systems; Demography; Family Characteristics; Family Involvement; *Identification; Individual Characteristics; *Models; Preschool Children; *Preschool Education; *Program Development; Program Evaluation; State Programs

IDENTIFIERS - *Colorado

This report describes the development of programs for preschool children in Colorado through the cooperative efforts of public education, public and private community resources, and the Colorado Legislature. Sections of the report discuss service delivery models, program collaboration, identification and assessment of children and their families, demographic information on children and families, educational programs, family involvement, and program evaluation. A summary and statement of conclusions are followed by lists of benefits and needs of the characteristics at Phoenix and Sherman schools. Representatives of Arizona tribes and the Inter-Tribal Council of Arizona (ITCA) testified that there are only five reservation high schools in Arizona, and that Phoenix Indian High School provides needed educational resources for Arizona's Indian students, particularly special needs students. In the event of closure, ITCA submitted a plan whereby property disposal would provide educational funds for Indian students. Collier Enterprises explained its proposal to trade 145,000 acres of its land in the Florida Everglades ecosystem for the Phoenix land. Phelps Dodge Development Corporation described its offer to trade 311,000 acres of Southwest wilderness and archeological sites for the Phoenix land. Conservation groups and environmental, wildlife, and archeological experts discussed the two proposed land exchanges. The city of Phoenix and the Veterans Administration presented their plans for development of the land. (SV)

ED 330 501   RC 018 042

Rivera, Charlene; Zehler, Annette
Collaboration in Teaching and Learning. Findings from the Innovative Approaches Research Project.
Development Associates, Inc., Arlington, Va.
PUB DATE - Dec 90
NOTE - 30p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Cooperative Learning; Cross Age Teaching; *Demonstration Programs; Elementary Secondary Education; Exceptional Persons; High Risk Students; *Instructional Innovation; Language Proficiency; Limited English Speaking; *Minority Group Children; Peer Teaching; *School Community Relationship; *Student Improvement; Tutoring

The Innovative Approaches Research Project (IARP) develops instructional models for language minority students. The project focuses on dropout prevention, instruction of exceptional students, math and science instruction, and literacy. IARP implemented four model programs: (1) Partners for Valued Youth: Dropout Prevention Strategies for At-Risk Language Minority Students, in which at-risk, limited English proficient 7th grade students tutored kindergarten and elementary students; (2) AIM for the BESt: Assessment and Intervention Model for Bilingual Exceptional Students, which initiated problem-solving techniques to enable classroom teachers to deal with individual language minority students before referral to special education programs; (3) Community Knowledge and Classroom Practice: Combining Resources for Literacy Instruction in which teachers collaborated in an after-school study group to change the structure of classroom instruction and to develop units of study using home community resources and incorporating content areas relevant to the experiences of the students; and (4) Cheche Konnen: Collaborative Scientific Inquiry in Language and Minority Classrooms which placed students in the role of scientists who posed questions, formulated hypotheses, and built theories and collaborated with teachers and other students to collect, analyze, and interpret data to present in reports. The models are generalizable to other settings and groups. These themes are emphasized: (1) restructuring schooling to open up communication within the school community; (2) using participatory and cooperative teaching and learning approaches; and (3) providing challenging instructional content that is culturally and personally relevant to students. This document includes a 36-item bibliography. (ALL) by logging perceptions of the business partnerships. Field trips to partnership businesses were perceived to have helped students learn about employment while raising businesses' commitment to education. Parents also seemed receptive to the program. At the meetings, parents discussed new involvement skills and adolescent problems. The document recommends further partnership work and growth of the program. A list of 27 references is included. (TES)

ED 330 521 RC 018 070

American Nature Centers: Guidelines for Leadership in the Nineties. Proceedings of the Roger Tory Peterson Institutue of Natural History Confab (1989).
Roger Tory Peterson Inst. of Natural History, Inc., Jamestown, NY.
PUB DATE - 90
NOTE - 61p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Architects; Building Design; *Discovery Learning; Educational Facilities Design; *Educational Facilities Planning; Elementary Education; *Environmental Education; Experiential Learning; Foundation Programs; Grants; *Grantsmanship; Institutes (Training Programs); *Nature Centers; Science Education; Student Research
IDENTIFIERS - *Nature Study

This report describes a 1989 leadership round-table discussion at the Roger Tory Peterson Institute in New York, which promotes emotional and intellectual linkages between people, especially children, to nature. The document includes the keynote remarks of three speakers along with some administrative guidelines for nature centers. Conservation teacher William Hammond's address deals with architectural considerations for facility construction, focusing on finding and working with an architect. Identifying the program's purpose, goals, and building requirements are key parts to the design process. It is also important to remember that different architects have different values. Mike Templeton, director of the National Science Foundation's Informal Science Education Program (ISE), offers tips on how to work with potential funding agencies. Templeton uses a simulation game to explain, in great detail, the process of communicating with local and federal foundations like ISE. Donald Cook, director of the Tiorati Workshop for Environmental Learning, describes the value of environmental education for children, with his New York workshop as an alternative-model nature center. The Tiorati work, meeting, and research areas are well-designed and equipped for environmental study. The center hosts day-long environmental education programs for elementary students, who set up their own research projects. At the same time, the center trains teachers to become independent learners themselves, cultivating them as leaders of children. The final sections of the report lists goals, guidelines, and evaluation criteria for nature-center architecture, funding, and educational programs. (TES)

ED 330 522 RC 018 071

Bennett, Charlotte; And Others
Secondary Guidance Manual.
Moore Public Schools, Okla.
PUB DATE - 89
NOTE - 127p.; Part of a presentation at the Annual Conference of the National Indian Education Association (22nd, San Diego, CA, October 13-17, 1990). Cover title varies slightly.
LANGUAGE - English

Teaching Cases in Cross Cultural Education No. 5. Revised Edition.

SPONS. AGENCY - Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
PUB DATE - 90
NOTE - 58p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - *Case Studies; *Cooperating Teachers; Cultural Awareness; Elementary Secondary Education; Higher Education; Instructional Materials; *Rural Education; *Student Teacher Evaluation; Student Teachers; *Student Teaching; Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS - *Alaska

Using a "teaching case" format, this report tells the story of a married couple, Caroline and Rick, who travel to a village school in rural Alaska for their student teaching experience. Although each student teacher engages in innovative teaching practices, the faculty of the school perceives them to lack dedication to the teaching profession. The principal and cooperating teachers do not give them positive recommendations and they have trouble finding teaching positions the following year. Part I of the case study provides background and a context for the story. Part II presents the story first from Caroline's viewpoint, and then from Rick's viewpoint. Discussion questions at the end of Part II raise issues presented in the case such as the school culture, attitude of a student teacher, and the format of student teaching experiences. Appendix A is an open letter to student teachers written by one of Rick's cooperating teachers. The university supervisor discusses his view of the case in Appendix B. (KS)

ED 330 541 RC 018 103

John, Patricia LaCaille, Comp.
Rural Education: January 1979-March 1990. Quick Bibliography Series: QB90-85.
National Agricultural Library (DOA), Washington, D.C.
PUB DATE - Sep 90
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Adult Education; Community Schools; Drinking; Drug Use; *Educational Change; Educational Finance; Elementary Secondary Education; *Extension Education; Higher Education; Occupational Aspiration; *Rural Development; *Rural Education; *Rural Schools; Rural Youth; School Community Relationship; *Vocational Education

This bibliography contains 108 citations (some with annotations) for selected rural education literature entered into the AGRICOLA database between January 1979 and March 1990. The publications include books, commission papers, journal articles, legal documents, reports, and academic theses. Some of the topics covered in the bibliography as they relate to rural education are: (1) alcohol and drug use; (2) educational reform; (3) community schools; (4) educational and occupational aspirations of rural youth; (5) economic development; (6) rural development; (7) school finance; (8) health care; (9) educational partnerships; (10) vocational education; (11) adult education; and (12) extension education. Entries are organized by title and are indexed by author. The document includes information about document delivery

(NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Georgia, 2,766 students in 106 public schools were assessed. This report describes the mathematics proficiency of Georgia eighth-graders, compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Georgia students had an average proficiency of 258 compared to 261 nationwide. Many fewer students (Georgia-12%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 557 SE 052 067

The State of Mathematics Achievement in Hawaii: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Hawaii; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Hawaii, 2,551 students in 52 public schools were assessed. This report describes the mathematics proficiency of Hawaii eighth-graders, compares their overall performance to

Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In New Mexico, 2,643 students in 106 public schools were assessed. This report describes the mathematics proficiency of New Mexico eighth-graders, compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, New Mexico students had an average proficiency of 256 compared to 261 nationwide. Many fewer students (New Mexico-8%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 572 SE 052 082

The State of Mathematics Achievement in New York: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *New York; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In New York, 2,302 students in 91 public schools were assessed. This report describes the mathematics proficiency

(NAEP); *Virgin Islands

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Virgin Islands, 1,326 students in 6 public schools were assessed. This report describes the mathematics proficiency of Virgin Islands eighth-graders, compares their overall performance to students in the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Virgin Islands students had an average proficiency of 218 compared to 261 nationwide. Many fewer students (Virgin Islands-0%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 587   SO 020 404

Hamburg, David A.
A Historic Opportunity To Reduce the Nuclear Danger.
Carnegie Corp. of New York, N.Y.
PUB DATE - 88
NOTE - 23p.; Reprinted from the 1988 Annual Report.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Foreign Countries; *Foreign Policy; International Cooperation; *International Relations; International Studies; *Nuclear Warfare; Peace; United States History; War; World History; *World Problems
IDENTIFIERS - *USSR

The nuclear era has produced a horrifying possibility never before existent in human history: the world humanity and civilizations can be destroyed. It is incumbent upon the peoples of the world, and especially those of the United States and Soviet Union, to grasp the enormous and profound consequences of nuclear warfare. The emergence of Mikhail Gorbachev as the leader of the Soviet Union appears to offer an authentic opportunity for the United States to fundamentally alter relations with the Soviets, and thus to reduce the nuclear danger. This essay examines the history of U.S.-Soviet relations; ways in which Gorbachev has moved beyond previous Soviet leaders in both ideas and actions; and what the United States can do to aid major changes in Soviet behavior. It also offers guidelines for coexistence between the superpowers based upon a book entitled "U.S.-Soviet Security Cooperation: Achievements, Failures, and Lessons" (A. L. George; P. J. Farley; A. Dallin) and suggests long-term strategies for influencing Soviet policy even after Gorbachev is no longer in power. A 58-item list of references is included. (DB)

ED 330 588   SO 021 000

is suggested and explained. Social Studies 10, "Canada in the Modern World," is composed of Topic A, "Canada in the Twentieth Century," and Topic B, "Citizenship in Canada." Social Studies 20 "The Growth of the Global Perspective" is composed of Topic A, "Development and Interaction of Nations: Nineteenth-Century Europe," and Topic B, Interdependence in the Global Environment." Social Studies 30, "The Contemporary World," covers Topic A, "Political and Economic Systems," and Topic B, "Global Interaction in the Twentieth Century." Six appendices also are included in the guide. (DB)

ED 330 609 SO 030 265

Shaw, Larry J.; Tlou, Josiah
Cross-National Survey of Educational Issues as Expressed by Botswana and American Public School Teachers.

PUB DATE - Jun 90
NOTE - 13p.; Paper presented at the National Third World Studies Conference (12th, Omaha, NE, October 4-7, 1989) and the Annual Conference of the Comparative and International Education Society (Anaheim, CA, March 22-25, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Comparative Analysis; *Comparative Education; *Cross Cultural Studies; Developed Nations; Developing Nations; *Educational Development; Educational Research; Educational Trends; Elementary Secondary Education; Foreign Countries; International Education; *Public School Teachers; Questionnaires; Statistical Analysis; *Teacher Attitudes
IDENTIFIERS - *Botswana; United States

The report of a study that investigated the views held by Botswana and U.S. K-12 teachers on a variety of contemporary educational issues prominent in the United States is presented. The study concerned itself with the level of agreement or disagreement between the views of the two groups of teachers, and contends that interpretations of such information might be useful in forecasting certain trends within the schools of each country and whether the two systems are converging or diverging from one another. Responses to a questionnaire distributed to teachers in both countries suggested a great disparity between the two groups with respect to their views on contemporary educational issues. The level of statistical difference between the two groups is reported, yet the causes for the disparity are found to be outside the scope of this research. Several tables of statistical data appear in the report. (DB)

ED 330 610 SO 030 266

Martin, Robert A., Ed.
Infusing a Global Perspective into the Study of Agriculture: Student Activities. Volume 1. Developed by the National Task Force on International Agricultural Education.
Future Farmers of America, Alexandria, VA.; National Council on Agricultural Education, Alexandria, VA.
SPONS. AGENCY - United States-Japan Foundation.
PUB DATE - Jan 90
NOTE - 110p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

a poster map of the world, six photographs with text, and a teaching guide designed for use in secondary schools. The map is color-coded to convey varying levels of GNP per capita among the countries of the world. The map also includes three charts: Chart 1--GNP, Populations and GNP per Capita; Chart 2--Growth of GNP per Capita, GNP, and Population 1965-80 and 1980-87; and Chart 3--Income Distribution for Selected Countries. Six photographs and accompanying texts discuss the topics: (1) education and training; (2) industry; (3) agriculture; (4) trade; (5) infrastructure; and (6) health services. The teaching guide contains 11 worksheets, a vocabulary list, a data table, a test (with answers), and an outline map. (DB)

ED 330 633 SO 030 395

Kitts, Charles
Middle and Upper Class Teenage Life in Urban India.

SPONS. AGENCY - Center for International Education (ED), Washington, DC.; United States Educational Foundation in India.
PUB DATE - 89
NOTE - 30p.; Photographs and other graphics may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Adolescents; Class Activities; Foreign Countries; *Foreign Culture; Secondary Education; Social Studies; Teaching Methods; *Urban Youth
IDENTIFIERS - *India

Designed to better acquaint U.S. teenagers with their counterparts in India, the four lesson plans and supplementary materials contained in this document ask students to compare their lives with those of Indian teenagers in the following areas: education, recreation, dating/marriage, and problems. (DB)

ED 330 634 SO 030 454

Breiter, Joan C.
Using a Multi-Text/Cooperative Learning Approach in a Methods Course. Part I.
Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.
PUB DATE - 90
NOTE - 75p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Cooperative Learning; Curriculum Development; Educational Research; Elementary Education; Elementary School Teachers; Higher Education; *Methods Courses; *Preservice Teacher Education; *Social Studies; Student Reaction; Teacher Education; Teacher Education Curriculum; *Teacher Education Programs; Teaching Methods
IDENTIFIERS - *Multitext Approach

The introduction of the use of multiple texts and cooperative learning in a social studies methods course for preservice teachers is reported. The project was implemented over two semesters and one summer session. Revisions and refinements were made after each semester on the basis of student feedback. In general, cooperative learning was better accepted than the use of multiple texts. Students seemed wary of having to use the reserve library and to make decisions about what was important about the topics for which multiple texts were used. Improvement followed

Extensive footnotes are provided. (DB)

ED 330 165 EC 300 137

Webster, Raymond E.; Rogers, Jean G.
Identifying Children for Special Programs: Are Guidelines Answering the Needs?

PUB DATE - 87
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Educational Diagnosis; Elementary Secondary Education; Eligibility; *Evaluation Methods; *Handicap Identification; *Learning Disabilities; *Student Evaluation
IDENTIFIERS - Discrepancy Formulas

The paper reviews the literature on the use of guidelines to identify handicapped children, especially learning-disabled (LD) children, for special programs. Dangers of misidentification of learning-disabled children through rigid use of discrepancy formulas are reported. The paper reviews studies which support: the use of Bannatyne's four factor recategorization model for learning disability identification; the use of diagnostic tests in conjunction with familial and cultural information to distinguish between LD and non-LD children; and the use of standard score and achievement discrepancies in determining eligibility for placement in LD programs. The paper also calls for consideration of the student's attention characteristics, methods of organizing and processing information, and the presence of specific behavior deficits. (11 references) (DB)

ED 330 166 EC 300 138

Donner, Richard; Fine, Glenda Z.
A Guide for Developing Self-Help/Advocacy Groups for Parents of Children with Serious Emotional Problems. Workbook Series for Developing Self-Help/Advocacy Groups for Parents of Children with Serious Emotional Problems.
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE - Apr 87
NOTE - 43p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Child Advocacy; *Emotional Disturbances; *Parent Associations; Parent Counseling; Parent Participation; *Program Administration; *Program Development; Self Help Programs

This workbook is a guide for the development of self-help/advocacy groups for parents of children and adolescents who have serious emotional problems. The workbook offers background information and then offers guidelines for: (1) creating a beginning plan for the development of a self-help/advocacy group; (2) developing concrete plans for accessing parents of children with emotional problems; (3) dealing with barriers faced in organizational development; (4)

group settings based on a newly developed resource manual, two workshop series, and observation/evaluation of teachers in their classes on a bimonthly basis over a period of 8 months. Eighty-nine preschool teachers completed the program. The most significant changes in behaviors, attitudes, and abilities were with teachers who were initially in the fair to good category. Teachers initially evaluated as poor generally remained in this category. The multi-educational approach provided theoretical information based on research findings, screening tools, specific and information and techniques for the management and care of these children in group situations. The training manual was rated as positive by 84% of the teachers. A group of experts surveyed also evaluated the manual positively. Workshops which involved first instructor demonstrations and then the preschool teacher demonstration of skills were rated positively by 95% of participants. Appendixes include organizational information, the evaluation questionnaires, and comparative studies of referrals. Includes 73 references (DB)

ED 330 184 EC 300 156

Ellis, Mickie
The Special Child: Strategies for Treatment and Management. Understanding and Guiding to Reach Individual Potential.

PUB DATE - 23 Sep 90
NOTE - 267p.; For the Practicum paper that this resource manual supplements, see EC 300 155.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Attention Deficit Disorders; Autism; Behavior Disorders; *Child Development; Depression (Psychology); Developmental Disabilities; Developmental Stages; *Disabilities; Early Childhood Education; Etiology; Inservice Teacher Education; Schizophrenia; Student Characteristics; *Teaching Methods; Therapy

The manual is intended to provide preschool educators who work with exceptional children with both theoretical background and practical guidance in teaching children with attentional deficit disorders, oppositional disorders, conduct disorders, autism, developmental learning disorders, childhood depression, borderline personality disorders, and childhood schizophrenia. The first chapter presents information on the normal child including motor development, perceptual development, language acquisition, and social and emotional development. Charts of age appropriate norms from ages 2 through 5 are provided. Among 10 charts given in the extensive chapter on the special child are a temperament checklist, a self-concept rating scale, a chart of basic developmental tasks, language milestones, and indicators of possible learning disorders. A chapter is then given to each specific disability area organized around theoretical considerations, student characteristics, causation and prognosis, and treatment and management. Suggested readings are provided for each chapter and a glossary of terms is also included. (DB)

ED 330 185 EC 300 157

Schwartz, Louis
Special Education Tracks of Inequality.

PUB DATE - Oct 90
NOTE - 20p.; Paper presented at the Council for Exceptional Children

ED 330 205 FL 019 058

Kiliari, Angeliki
Moglichkeiten und Grenzen von Modellen zur Beschreibung der Mundlichen Sprachkonpetenz Bilingualer precher (Possibilities and Limitations of Models for Describing the Oral Language Competence of Bilingual Speakers).

PUB DATE - 91
NOTE - 13p.
LANGUAGE - German
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Communicative Competence (Languages); *Language Proficiency; *Models; Morphology (Languages); *Oral Language; Phonology; Semantics; Syntax; Testing
IDENTIFIERS - Pausing (Speech); Repairs (Language)

A model for describing the oral language competence of bilingual speakers is presented. The model provides for the evaluation of the speaker on the phonological (based on native-speaker judgment), morphological (based on the formal written language), syntactic (based, in part on the complexity of the constructions used) and semantic pragmatic (based on whether the speaker is able to communicate her intentions) levels. In addition, this model measures pauses and repairs as indicators of linguistic uncertainty. (JC)

ED 330 206 FL 019 071

Kristiansen, Irene
Nonverbal Intelligence and Foreign Language Learning. Research Bulletin 73.
Helsinki Univ. (Finland). Dept. of Education.
PUB DATE - 90
NOTE - 172p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS - Children; *Cognitive Processes; English (Second Language); Foreign Countries; *Intelligence; Language Acquisition; Language Research; Language Tests; Linguistic Theory; *Mathematics; *Nonverbal Ability; Second Language Learning; Swedish; Testing; Uncommonly Taught Languages
IDENTIFIERS - *Finland; *India

A study analyzed the relationship between foreign language learning and four variables, including: nonverbal intelligence, conceptual level, mother tongue, and mathematics. The aim of the study was to investigate whether the same mental processes are involved in poor and good language learning, regardless of the learner's mother tongue. The study was carried out in Finland (with Swedish and English as foreign languages) and India (with English as a foreign language). Subjects were 600 Finnish and 168 Indian children aged 12-13. Tests of foreign language comprehension and production, a test of analytical and inductive reasoning, and a paragraph completion test for conceptual level were administered. School grades in foreign and native languages and in mathematics were also analyzed. Analysis indicates that three subgroups of varying nonverbal ability (low, average, high) differed significantly on comprehension and production, and similarly, three subgroups of conceptual level differed on these variables. In addition, it is concluded that there is a positive correlation between nonverbal intelligence and foreign language learning under normal school conditions, regardless of native language, the language taught, or

Latin America is presented. Most of the methods introduced in these areas have been of urban origin, with urban purposes and perspectives. These methods do not respond to the educational needs of the adults in the rural areas. The problems of the rural population grow with the expansion and development of the urban areas. A literacy program is very much needed, but it must be a program that aims at the integration of the rural areas to the development of the whole country. (Adjunct ERIC Clearinghouse on Literacy Education) (OPF)

ED 330 226 FL 800 307

de Schutter, Anton
Metodo y Proceso de la Investigacion Participativa en la Capacitacion Rural (The Method and Process of Participatory Research in Rural Leadership Training). Cuadernos del CREFAL 19.
Regional Centre for Adult Education and Functional Literacy for Latin America, Patzcuaro (Mexico).
PUB DATE - Nov 87
NOTE - 47p.
LANGUAGE - Spanish
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adult Basic Education; Adult Education; Foreign Countries; *Participatory Research; *Rural Areas; Rural Education; *Teaching Methods

In participatory research, education and learner participation are directly connected. The document analyzes the role of a participatory research method in the basic education of rural adults. The different phases of the Participant Research method are presented, along with a profound analysis of both research and participation. The claim is that these two must go together to result in effective learning. Participation is defined as an expression, by the learner, of his reactions, needs, and interests. The people need to feel that what they think is being heard in order to believe that the learning will improve their lives. It is affirmed that a rural educational project must include a participatory research method. Such an educational method is believed to be the only way to reach the communities that need the most education, the communities that are marginalized. (Adjunct ERIC Clearinghouse on Literacy Education) (OPF)

ED 330 227 FL 800 308

Yopo, Boris P.
Metodologia de la Investigacion Participativa (The Methodology of Participatory Research). Cuadernos del CREFAL 16.
Regional Centre for Adult Education and Functional Literacy for Latin America, Patzcuaro (Mexico).
PUB DATE - Jun 89
NOTE - 63p.
LANGUAGE - Spanish
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adult Basic Education; Adult Education; Foreign Countries; Literacy Education; *Participatory Research; *Student Role; *Teaching Methods

The traditional educational method has focused on a passive stand from the learner. This passive stand can hinder creativity and analytical thinking. This work concentrates on a presentation of the Participant Research educational method. Participant Research is an adult-education method in which the learner can have an active role in his learning. A description of the most basic programs. The Commission document concludes that all three segments have developed new plans and procedures to meet the requirements of Assembly Bill 746 (also included in the appendix) and that their reports respond properly to the charge of that legislation. Contains 4 references. (GLR)

ED 330 246 HE 024 322

Analysis of the 1990-91 Governor's Budget. A Staff Report to the California Postsecondary Education Commission. Report 90-13.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Mar 90
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Adult Education; *Budgeting; College Faculty; Compensation (Remuneration); Enrollment; *Expenditures; *Financial Policy; Needs Assessment; Policy Formation; Postsecondary Education; State Aid; State Colleges; State Legislation; State Universities; Student Financial Aid; Trend Analysis
IDENTIFIERS - *California

This analysis of the California Governor's proposed 1990-91 budget for the State contains: (1) a discussion of the major budget issues facing the Governor and the Legislature in constructing the 1990-91 State budget; (2) a brief overview of the Governor's proposed funding priorities; and (3) a summary of the proposed budgets for grades K-12, the three public postsecondary education segments, and the State's higher education agencies. It also includes the findings and the recommendations of the Legislative Analyst's report on the 1990-91 Budget Bill and an analysis of the postsecondary education proposals for capital outlay projects for the 1990-91 fiscal year. Some of the key fiscal and policy issues affecting postsecondary education are identified; they include: (1) future enrollment growth in higher education; (2) full funding of the base budgets and enrollment growth in California's public colleges and universities; (3) level of faculty, staff, and administration's compensation; (4) expanding student financial assistance; and (5) funding the needs of adult education. Contains 8 references. (GLR)

ED 330 247 HE 024 323

Status Report on Human Corps Activities, 1990. The Third in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987). Commission Report 90-11.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Mar 90
NOTE - 88p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Higher Education; Program Development; State Aid; State Government; State Legislation; Status; *Student Organizations; *Student Participation; *Student Personnel Services; *Student Volunteers; Surveys
IDENTIFIERS - California Community Colleges; California State University; *Human Corps Programs CA; University of California

This report concerns the development of "Human Corps" programs of volunteer student service at the University of California and California State University. It summarizes information on student participation derived from surveys implemented by both universities and makes recommendations regarding the development

Report of the Fifth Quadrennial Evaluation Committee: A Committee to Evaluate the Effectiveness of the Alabama Commission on Higher Education.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE - Mar 91
NOTE - 49p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *Budgeting; Educational Finance; *Educational Planning; *Financial Exigency; Financial Problems; Higher Education; Needs Assessment; Program Termination; *Retrenchment; State Aid; State Colleges; State Universities; *Statewide Planning
IDENTIFIERS - Alabama Commission on Higher Education

The report addresses the problems being faced by the state of Alabama's postsecondary educational system during the current recessionary period, and to be expected in the years ahead, and makes recommendations on how these financial burdens can be dealt with while simultaneously increasing educational quality. The report explains that Alabama's postsecondary educational system has grown too large to be adequately supported during economic downturns. The following recommendations are made: (1) Alabama's Commission on Higher Education must focus its public information program on key issues facing Alabama's higher education; (2) the Commission should connect planning and budgeting and involve leaders in education and government in the planning process; (3) the Commission should continue to develop multiple measures as the basis for institutional accountability; (4) the budgeting process should be linked more directly to support state priorities; (5) the Commission should have more authority over the review and possible termination of existing programs not meeting state needs; and (6) the state should provide more student grant aid. Study methods, findings, and the context for evaluation are presented, as well as appendices that include a list of the persons interviewed for the study and a transcript of the legislation specifying the functions of the Alabama Commission on Higher Education. (GLR)

ED 330 268 HE 024 355

Neal, John E.
Gender Segregation among Disciplinary Groups in Liberal Arts Colleges: An Examination of Differences in Career Concepts and Work Values.

PUB DATE - Apr 91
NOTE - 37p.; Paper presented at the American Educational Research Association (Chicago, IL, April, 1991). Table 2 contains small print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Classification; *College Faculty; Comparative Analysis; *Full Time Faculty; Higher Education; Incentives; Intellectual Disciplines; *Liberal Arts; Self Motivation; *Sex Differences; *Teacher Attitudes; Teacher Role; Values; Women Faculty; *Work Attitudes

The study reported in this paper examined the level of gender segregation between disciplinary groupings in faculty members' career concepts and in the job characteristics they value in their work. Specifically, the study contrasted perceptions of faculty members in female-dominated disciplinary groupings with those in

New York statewide plan for postsecondary education development is presented. An introductory chapter focuses on recent trends in the financing of higher education, recent enrollment trends, and the implications of new enrollment projections. All amendments to institutional master plans since November 1, 1988, and the status of actions and recommendations proposed by the Regents in the 1988 plan are included, along with information on the general progress made toward the four major issues: (1) assuring full participation in society for all New Yorkers; (2) enhancing the quality of life for New York State residents; (3) assisting in the economic resurgency of New York State; and (4) using resources effectively. Four subsequent chapters examine the actions taken by New York's colleges and universities, the State Education Department, the Governor and the Legislature in relation to each issue area. Issues for the development of the 1992 statewide plan are also identified. Specific concerns include: campus climate; accountability for students' education; research and development; access to education for minority groups; college costs; and the decline in enrollment of disadvantaged students. Included are 26 tables and 42 figures. (LPT)

ED 330 287 HE 024 375

Pascarella, Ernest T.; Terenzini, Patrick T.
How College Affects Students: Findings and Insights from Twenty Years of Research.

PUB DATE - 91
NOTE - 917p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Achievement; Career Choice; Change; Cognitive Ability; Cognitive Development; College Environment; Colleges; *College Students; Economic Impact; *Educational Attainment; Educational Quality; Employment Potential; Higher Education; *Intellectual Development; Models; Moral Development; Moral Values; Outcomes of Education; Personality Traits; Policy Formation; *Quality of Life; Research Design; Self Concept; Self Evaluation (Individuals); Socioeconomic Status; Student Attitudes; Student Behavior; Student Characteristics; *Student College Relationship; *Student Development; Thinking Skills; Universities; Verbal Ability

The 14 chapters of this book review and synthesize research on the influence of college on students. Chapter 1 provides a detailed discussion of the evolution of research on college outcomes as an area of study, outlines the conceptual framework that guided the review, and provides a general overview of the study. Chapter 2 summarizes the major theoretical models of college effects on student change. Chapters 3 and 4 address the influence of college on learning and cognitive development including the development of generalizable intellectual skills and analytical competencies. Chapters 5 through 8 deal with the influence of college on various dimensions of personal growth and change, including aspects of students' relational systems, their self-systems, their cultural, intellectual, educational, occupational, political, social, religious values and activities, and their gender role orientations. Chapters 9 through 11 deal with the influence of college on the socioeconomic attainment process, primarily for educational, occupational and economic attainments. Chapter 12 synthesizes what is known about the long-term impact of college on the quality of life, including such factors as subjective

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Developing Nations; *Distance Education; *Educational Radio; Elementary Education; *Elementary School Teachers; Foreign Countries; Higher Education; *Inservice Teacher Education; Programing (Broadcast)
IDENTIFIERS - *Liberia

Three radio stations serving the interior of Liberia, West Africa, were used to broadcast inservice training programs to teachers in grades 1-6. Most of the teachers had not attended college and had received only 5 weeks of preservice training before going into the classroom. Poor roads, a 6-month wet season, and lack of vehicles made face-to-face conferences, common in the United States, impractical. A media unit in the Ministry of Education researched topics, wrote scripts, recorded actualities in schools, narrated the programs, and edited 15-minute tapes before they were broadcast. The radio stations and the primary education program were funded by the U.S. Agency for International Development. Problems with the project included a lack of radio receivers in the schools, broadcast times for programs when teachers were not in their schools, and the fact that the three radio stations did not cover many schools in the populous coastal plain. Future plans to deliver training via radio should anticipate and attempt to solve these problems. Additionally, funding agency officials should be more aware of the local needs and problems that influence the success of such projects. (Author/DB)

ED 330 306 IR 014 921

Moles, Una
Channel e: Looking to the Future. A Plan for Development.
European Inst. for the Media, Manchester (England).
PUB DATE - Feb 91
NOTE - 40p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Communications Satellites; Continuing Education; *Distance Education; *Educational Television; Financial Support; Foreign Countries; *International Programs; Migrant Education; Open Universities; Postsecondary Education; Program Implementation; *Programing (Broadcast); Resource Allocation; Second Language Instruction; Vocational Education
IDENTIFIERS - *Europe; European Communities Commission

Begun as an experimental channel of the European Institute for the Media within the DELTA research program of the European Community, Channel e is Europe's first educational, training, and informative programming service. Programs are broadcast by communications satellite to a potential mass audience of 320 million people. Designed for use on the ASTRA satellite, Channel e offers educational television programs for migrant communities; young Europeans seeking employment outside their own countries; and continuing education, including second language instruction, vocational education, and open university courses. Program implementation begins in 1991 with 1 hour broadcast per day, 5 days a week, and should increase to a 3-hour day, 5 days a week by 1994. Future plans for Channel e include the development of medium and long-term use of this service in formal and informal education throughout Europe; further experimentation in the areas of language transfer and interactive broadcasting; and the establishment of commercial profit centers designed to bring

Intended for learners with a basic familiarity with the Logo programming language, this manual is designed to introduce them to artificial intelligence and enhance their programming capabilities. Nine chapters discuss the following features of Logo: (1) MAZE.MASTER, a look at robots and how sensors make machines aware of their environment; (2) SMARTTT, a discussion of games of strategy and decision making; (3) TALK.AND.DRAW, a description of languages for both humans and machines; (4) DOCTOR, a continuation of the discussion of languages that looks at conversationalists; (5) BLOCKS, a creation of a microworld in which a computer answers questions about work it has done; (6) INFER, an examination of logic, specifically, a hypothetical syllogism; (7) SUPER.INFER, a look at knowledge representations in intelligent programs; (8) SUPER.INFER2, a collection of procedures providing a natural language interface; and (9) VEXPERT, a discussion of expert systems. Each chapter contains four parts: background information, sample program, suggested extensions and improvements, and the complete program listing in LogoWriter and in Terrapin Logo PLUS. The LogoWriter MS/DOS data disk and LogoWriter Apple II data disk that accompany the manual are not included in this document. (21 references) (DB)

ED 330 327 IR 014 946

Estes-Rickner, Bettie, Ed.
Automation of Oklahoma School Library Media Centers: Directory of Computer Applications.
Oklahoma State Dept. of Education, Oklahoma City. Library and Learning Resources Section.
PUB DATE - 90
NOTE - 107p.; For related documents, see IR 014 947-948.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - *Computer Software; Elementary Secondary Education; *Learning Resources Centers; Library Administration; *Library Automation; Library Networks; *Media Specialists; Microcomputers; Online Systems; *School Libraries

This directory is designed to allow media specialists in regional areas of Oklahoma to share their experiences in computer applications for libraries. The first of two sections lists schools using computers for circulation, computerized catalogs, library management, CD-ROM, laser disk programs, and online information systems. Schools are listed according to the 11 automation regions that correspond to the Oklahoma Telecommunications Interlibrary System, and within that listing, under the category of computer use. The name of the software used is listed for each school and, if there is more than one version of the software, the hardware being used. Complete addresses, phone numbers, and building-level contacts for each of the schools are provided in the second section. It is noted that the sharing of information on the use of computers in libraries will provide state decision-makers with valuable input. (DB)

ED 330 328 IR 014 947

Automation of Oklahoma School Library Media Centers: Automation at the Local Level.
Oklahoma State Dept. of Education, Oklahoma City. Library and Learning Resources Section.
PUB DATE - 90
NOTE - 66p.; For related documents, see IR 014 946-948.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - Access to Information; *Confidentiality; Decision Making; *Information Management; *Information Systems; Local Area Networks; Microcomputers; Organizational Development; Organizational Objectives; *Policy Formation; *Public Agencies; Systems Analysis; Systems Building
IDENTIFIERS - *Computer Security

The purpose of this guide is to help the policy maker address a series of questions regarding the protection and safety of computer systems and data processed within his/her agency. It introduces information systems security concerns, outlines the management issues that must be addressed by agency policies and programs, and describes the essential components of an effective implementation process. The guide is divided into four major sections: (1) Executive Responsibilities (set the security policy of the organization); (2) Executive Goals (reduce risk to an acceptable level, assure organizational continuity, comply with applicable laws and regulations, and assure integrity and confidentiality); (3) Information Protection Program Elements (need for policies and procedures, extension of protection from automated information resources to all forms of media, accountability for information, vulnerability assessment, data access, systems development, hardware/software configuration control, and operational controls); and (4) Information Protection Program Implementation (information protection management, independence of functional areas within the agency, degree of centralization, need for dedicated staff member at program management level, implementation stages, training, monitoring and enforcement, and maintenance). Sources for additional information are also provided. (MAB)

ED 330 347 IR 053 510

Helsing, Cheryl; And Others
Management Guide to the Protection of Information Resources.
National Inst. of Standards and Technology, Gaithersburg, MD.
PUB DATE - Oct 89
NOTE - 25p.; For a related report, see IR 053 509.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - *Access to Information; Computer System Design; *Confidentiality; Decision Making; *Information Management; *Information Systems; Local Area Networks; Microcomputers; *Public Agencies; *Systems Analysis; Systems Building
IDENTIFIERS - *Computer Security

This guide introduces information systems security concerns and outlines the issues that must be addressed by all agency managers in meeting their responsibilities to protect information systems within their organizations. It describes the essential components of an effective information resource protection process that applies to an individual personal computer as well as to a large data processing facility. The first of three sections, "Information Systems Development," describes the protective measures (i.e., the control decisions, security principles, access decisions, and systems development process) that should be included as part of the design and development of information processing application systems. The second section, "Computer Facility Management," speaks to the protective measures that should be incorporated into the ongoing management of information resource processing facilities and applies to any manager who maintains a personal computer, mainframe, or any other form of

*Multicultural Education; Teaching Methods; Workshops

This annotated bibliography was compiled by searching the ERIC and PSYC-LIT CD-ROM databases. While this is not a comprehensive treatment of intercultural communication, the 18 journal articles and single ERIC document cited offer the reader an opportunity to examine pedagogical and programmatic issues of intercultural communication. Individual items listed in the bibliography address the special needs of foreign students; identify the differences between the Asian-American, Hispanic American, and Afro-American cultures; explore aspects of verbal and nonverbal communication; and outline educational methodologies that target international students. (MAB)

ED 330 366 IR 053 533

Hill, Michael W., Comp.
National Information Policies: A Review of the Situation in Seventeen Industrialised Countries, with Particular Reference to Scientific and Technical Information.
International Federation for Documentation, The Hague (Netherlands).; United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
PUB DATE - 89
NOTE - 113p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Developed Nations; *Foreign Countries; Geographic Concepts; *Industry; Information Dissemination; *Policy Formation; Political Influences; Public Policy; *Scientific and Technical Information; Technological Advancement
IDENTIFIERS - *Information Policy

This report reviews the information policies that are concerned with, or relevant to, the scientific and technical information of 17 industrialized countries: Australia, Austria, Canada, Czechoslovakia, Denmark, Finland, France, Germany (Federal Republic), Hungary, Japan, the Netherlands, Norway, Poland, Spain, the United Kingdom, the United States of America, and the Union of Soviet Socialist Republics. Two other countries, Belgium and Sweden, are briefly mentioned. Not all of the policies and practices are examined in the same detail since the objective was to enable applicable lessons to be drawn from the comparisons. The range of information policies currently in operation in the industrialized countries are examined in terms of their long evolution as well as new technological developments and geographical, social, and political influences in each country. The information policies of individual countries are examined to determine how they are established, how awareness of them is disseminated, and how they are implemented. The 107 references listed are in Czechoslovakian, English, French, German, Hungarian, Russian, and Spanish. Additional materials from Czechoslovakia and France are listed separately. (MAB)

ED 330 367 IR 053 536

Carter, Yvonne B., Comp.; Owens, Janice E., Comp.
Library Programs. Library Career Training Program. HEA Title II-B. Abstracts of Funded Projects 1990.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 73p.; For the August 1989 edition, see ED 317 214.
LANGUAGE - English

period from 1985 to 1989. This report describes how this credit student body distributes across the 24 lifestyle clusters, provides a brief discussion of how to evaluate traditional academic variables (e.g., full-time/part-time status, curriculum choice, and rate of degree awarding) in marketing terms, and presents a series of student cluster rank-orderings according to key academic/marketing variables. Study highlights were as follows: (1) 18 of the 24 student clusters included at least 3.5% of the total student body; (2) over 40% of recent credit students have been drawn from only 5 county clusters, and the 5 lowest socioeconomic clusters include only 3% of all recent credit enrollments; and (3) an examination of marketing "penetration" revealed that the lowest socioeconomic groups were not being successfully reached. The study describes the educational marketing concepts of profitability, volume, product, motivation, customer type, and educational outcomes, and also provides an analysis of 8 "super-clusters," developed by collapsing the 24 original clusters. Data tables are included. (GFW)

ED 330 384 JC 910 167

Boughan, Karl
A Cluster Analysis of the 1985-1989 Non-Credit Student Body: Implementing Geo-Demographic Marketing at P.G.C.C., Part II. Market Analysis MA91-5.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE - Feb 91
NOTE - 29p.; For a similar analysis of credit students, see JC 910 166, and for a more detailed description of the geo-demographic cluster analytic system employed in this study, see ED 325 182 and JC 910 168.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Cluster Analysis; Community Colleges; Continuing Education; *Course Selection (Students); Institutional Research; *Marketing; Models; *Noncredit Courses; Population Distribution; Residential Patterns; Socioeconomic Influences; *Socioeconomic Status; Student Interests; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS - Prince Georges Community College MD

In an effort to better market the college's programs and services, Prince George's Community College (PGCC), Maryland, has employed its own tracking system which utilizes a socioeconomic segmentation of their serviceable target population. This approach utilizes U.S. Census data grouping neighborhoods into natural socioeconomic, cultural, and lifestyle "clusters" for which special marketing strategies can be developed. In 1990, a geo-demographic cluster analysis was conducted of county resident students who attempted at least one non-credit course at PGCC during the 5-year period from 1990. Twenty-three socioeconomic classifications were developed for the 36,725 students (56% of the original pool) analyzed. The 23 clusters were subsequently collapsed into 8 larger groups referred to as "super-clusters." To better assess which students were attracted to which types of courses, the 2,000 non-credit courses offered during the period under study were classified by subject matter interest area, and grouped into seven "product themes" (PT's). Study results revealed the following: (1) the upper middle-class, professional cluster showed preference for lifestyle and entrepreneurial PT's; (2) the wealthy, hyper-educated cluster was drawn toward the creative and high-tech PT's; (3) the lower middle-class, inner-suburban cluster apportionment dollars for the combined ADA categories; (5) in both 1988-89 and 1989-90, most apportionment-funded instruction for GAIN students was in non-basic skills courses, although basic skills increased from 23% of total ADA in 1988-89 to 32% in 1989-90; and (6) of colleges with GAIN contracts, 72% provided GAIN vocational assessment for county welfare departments. Appendixes provide district-level data and legislative definitions of GAIN services. (JMC)

ED 330 401 JC 910 187

Status Report on Community College Baccalaureate/Transfer Program Review: Fiscal Year 1990.
Illinois Community Coll. Board, Springfield.
PUB DATE - Mar 91
NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; College Planning; *Community Colleges; *Curriculum Development; Educational Environment; Faculty Development; *General Education; Higher Education; Program Evaluation; *Program Improvement; *Statewide Planning; Student Personnel Services; *Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS - *Illinois

In fiscal year 1989, the Illinois community colleges conducted the first review of the general education component of their baccalaureate/transfer degree programs. This review, to be performed every 5 years, involved an extensive and diverse range of activities, and many colleges had difficulty completing the first review in a year's time. As a result, the Illinois Board of Higher Education (IBHE) requested that summary updates be provided by the colleges each fiscal year. This 1990 status report presents questions regarding transfer programs directed from the IBHE and includes a summary of the responses obtained from individual community college reports. The questions concern the extent to which Associate in Arts (AA) and Associate in Science (AS) degree graduates achieved the college's objectives for degree completion; the extent to which the teaching environment, academic policies, support services, and campus life influence student achievement; strengths and weaknesses of the college's transfer program; and efforts being made to enhance the baccalaureate transfer programs. Among the reported findings are the following: (1) 26 colleges had completed a revision of their AA and AS degree general education requirements; (2) assessment was in the early stages of review on most campuses; (3) faculty development programs were receiving more emphasis each year; and (4) additional academic and student support services and improvements in campus life experiences were contributing to transfer students' success. A summary of 1990 baccalaureate/transfer program improvements at individual colleges and a list of minimum general education requirements for AA degrees in Illinois community colleges are appended. (JMC)

ED 330 402 JC 910 189

Dickmeyer, Nathan; Cirino, Anna Marie
Statewide Financial Statistics for Public Community and Junior Colleges, 1989-90.
American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; National Association of Coll. and Univ. Business Officers, Washington, D.C.
SPONS. AGENCY - National Center for Education Statistics (ED),

Sir Sandford Fleming Coll., Peterborough (Ontario).
PUB DATE - 91
NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Education; Adult Learning; *Adult Programs; Community Colleges; *Community Services; *Geriatrics; *Older Adults; *Outreach Programs; Program Descriptions; Two Year Colleges; Universities

As part of a sabbatical leave project undertaken during the 1989-90 academic year, a faculty member at Sir Sanford Fleming College in Petersborough, Ontario visited 13 two- and four-year colleges in the United States to gather information on services, courses, and programs available for older adults. This sabbatical report provides a profile of the Seniors' Outreach Project at Sir Sanford Fleming College and programs at each of the visited sites; i.e., the Center for Aging Education at Lansing Community College (Michigan); the Senior Adult Education Program at Cuyahoga Community College (Ohio); the Centenary Program of Continuing Education for Senior Adults at Centenary College (Louisiana); the Center for Studies in Aging at the University of North Texas; Extended University Programs at Central Washington University (Washington); the Northwest Geriatric Education Center at the University of Washington; the Center for Regional and Continuing Education at California State University, Chico; the Fromm Institute at the University of San Francisco (California); Emeritus Institute at Saddleback College (California); the Senior Citizens Program at Brazosport College (Texas); the PJC Seniors Club at Pensacola Junior College (Florida); the Institute of New Dimensions at Palm Beach Community College (Florida); and Mainstream, the Retirement Institute at Westchester Community College (New York). Each profile includes a brief description of the college and its history and service area, the major activities and services of the centers, and information on program funding. Appendixes provide the sabbatical proposal, a sample site visit report, and a sample of the letters sent to the schools prior to the site visits. (AYC)

ED 330 419 JC 910 216

MacDougall, Peter R., Ed.; Friedlander, Jack, Ed.
Models for Conducting Institutional Research. New Directions for Community Colleges, Number 72.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 109p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Reports - Descriptive (Program/Project Descriptions) (141), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Accreditation (Institutions); Community Colleges; Consortia; *Data Collection; Educational Legislation; Educational Research; Evaluation Research; Government School Relationship; Institutional Cooperation; *Institutional Research; Instructional Effectiveness; Models; *Organizational Effectiveness; Outcomes of Education; *Research Methodology; Research Needs; Research Problems; *Self Evaluation (Groups); *Two Year Colleges

Recent mandates from state and accrediting agencies are requiring

DESCRIPTORS - *Cognitive Development; *Costs; Day Care; *Disadvantaged Youth; *Early Childhood Education; Foreign Countries; Global Approach; *Preschool Education; *Program Development
IDENTIFIERS - Brazil

This digest attempts to present the main arguments in favor of early childhood education and care as a high priority area of educational development. The digest also tries to delineate the present "state of the art" of early childhood education and care. The digest has two foci, expressed as two clusters of questions: (1) What does the term "preschool education" mean? Is it different from early childhood care? how can it be seen in its most meaningful relationship to primary education? and (2) Why has there recently been an upsurge of concern about early childhood education and care? Is the upsurge just a flash in the pan or are there weightier considerations in support of the interest, such as the view that preschooling is a critical phase in the development of the human personality? What exactly is the case for preschool education? The digest concludes with recommendations from a number of international and regional seminars held in various parts of the world during the 1970s and early 1980s. These recommendations present a view of the major concerns and principal priorities as perceived by national professionals and also suggest concrete courses of action. (RH)

ED 330 438 PS 019 392

Prakasha, Veda
Battling Costs for Quality and Quantity: Emerging Responses in Early Childhood Care and Education. Notes, Comments...(Child, Family, Community). Digest No. II.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE - 23 Jul 83
NOTE - 146p.; For other digests in this series, see PS 019 391-394.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Administration; *Community Involvement; *Cost Effectiveness; Developing Nations; Early Childhood Education; *Educational Improvement; *Educational Quality; Foreign Countries; Global Approach; *Preschool Education; Program Descriptions; *Program Evaluation
IDENTIFIERS - Colombia; Malaysia; Turkey

This digest explores the possibilities of cost reduction in extending the coverage and upgrading the quality of preschool education especially in developing countries. The digest also seeks to highlight the importance of community participation in developing and managing preschool institutions and programs. Chapters cover the following topics: the overall scene; the case for preschooling; qualitative improvement with the possibility of cost reduction; measuring the quality of preschool education; improving management of early childhood care and education; improving institutional and program management by means of community participation; developmental research, with case studies from Malaysia and Turkey; the need to strengthen monitoring and evaluation; the "central message," or main conclusions, of efforts to develop more relevant and culturally sensitive forms of early childhood education, with two examples: an experimental Colombian effort at cooperative child care in the community; and the Indian experience with Balwadis. The final chapter briefly discusses

North Carolina State Dept. of Public Instruction, Raleigh.
SPONS. AGENCY - Carnegie Corp. of New York, N.Y.
PUB DATE - 90
NOTE - 51p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Academic Achievement; Community Involvement; Elementary Education; Elementary School Curriculum; Health; *Instructional Improvement; *Middle Schools; Parent Participation; Preadolescents; Professional Personnel; State Programs; Teacher Education; Technical Assistance
IDENTIFIERS - *North Carolina

This document is North Carolina's response to Turning Points: Preparing Youth for the Twenty-first Century, a national report by the Carnegie Council Task Force on Young Adolescents. Turning Points urged state governments to build consensus and strengthen the capacity of local communities to improve middle grade schools. This document responds by addressing 10 key topics: (1) school organization; (2) curriculum; (3) instruction; (4) student success; (5) health concerns; (6) technical assistance; (7) professional staff; (8) teacher preparation; (9) parents; and (10) communities. The discussion of each topic includes the focus, the rationale and current situation, and recommendations. A glossary of terms is appended. Fifty-eight references are included. (RH)

ED 330 460 PS 019 501

Bowen, Gary L.; And Others
The Child Day Care Recycling Fund Experiment: The Waiting List Analysis.
North Carolina Univ., Chapel Hill. School of Social Work.
SPONS. AGENCY - Child Care Resources, Inc., Chapel Hill, NC.
PUB DATE - Mar 91
NOTE - 23p.; Supplemental financial assistance was provided by the University Research Council.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Day Care; *Economically Disadvantaged; Federal Programs; Financial Support; Government Role; Preschool Education; Surveys; *Welfare Recipients; *Welfare Services
IDENTIFIERS - Aid to Families with Dependent Children; *State Supported Day Care Assistance; *Waiting Lists

The Recycling Fund Concept was conceptualized as a special allocation of money for the purpose of expanding child care services for preschool children of low-income parents who were or had been recipients of Aid to Families with Dependent Children in Mecklenburg County, North Carolina. In 1985, North Carolina's Child Care Resources Incorporated (CCRI) submitted a formal proposal to test the Recycling Fund Concept. The process of developing the evaluation is described. As part of the evaluation, an analysis of CCRI's waiting list of applicants for state-supported child care assistance was undertaken. The major objective of this analysis was to examine the employment profile and child care contingency plans and arrangements of the population of applicants who either: (1) applied for employment-contingent child day care from October 1, 1989, to September 30, 1990; or (2) were offered such child care over a 12-month period. Surveys of applicants and of those offering assistance were administered. Results that were based on frequency

Colorado Preschool Project. Recommendations for program continuation and expansion are offered. (RH)

ED 330 481 PS 019 560

Edmiaston, Rebecca; And Others
Colorado Preschool Project. Progress Report: Year 1. A Report to the Colorado General Assembly. Executive Summary.

SPONS. AGENCY - Colorado State Dept. of Education, Denver.
PUB DATE - Jul 89
NOTE - 18p.; For full report, see PS 019 559. Funding also provided by the Piton Foundation and the Clayton Foundation.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Agency Cooperation; Case Studies; *Delivery Systems; High Risk Students; Models; *Outcomes of Education; Preschool Children; *Preschool Education; Profiles; Program Evaluation; State Programs
IDENTIFIERS - *Colorado

By creating the Colorado Preschool Program (CPP) in 1988, the Colorado General Assembly responded to the needs of 4- and 5-year-old children who are at risk of educational failure in Colorado. This paper is an executive summary of a report to the state's general assembly on the project's first 6 months of progress. The CPP addresses two critical factors in reducing risk of academic failure: strong student communication skills in oral and written language and parental involvement in school activities. After authorization by the Colorado Department of Education, 33 school districts began the preschool programs in January, 1989. In this booklet, a case study reveals the impact of the program on a typical family, and descriptive materials profile the children and families served in the programs. Additionally, cooperation among personnel of various agencies is discussed, and the incidence of use of service delivery models is indicated. Benefits, needs, and recommendations for the Colorado Preschool Program are also enumerated. (RH)

ED 330 482 PS 019 561

Colorado Preschool Program. Progress Report, 1989-1990. A Report to the Colorado General Assembly.
Colorado State Dept. of Education, Denver.
PUB DATE - Aug 90
NOTE - 84p.; For executive summary, see PS 019 562.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Community Involvement; Family School Relationship; High Risk Students; *Outcomes of Education; Preschool Children; *Preschool Education; Program Evaluation; *Staff Development; State Programs
IDENTIFIERS - *Colorado

From January to May, 1989, community programs funded by the Colorado Preschool Program (CPP) were implemented in 33 school districts. In this paper, findings are presented from the evaluation of the CPP's continued implementation in 36 districts from June, 1989, to May, 1990, and the related development of statewide evaluation and accountability procedures. The evaluation was broad-based, comprehensive, and utilized multiple measures. Findings concern outcomes for community collaboration, family/school partnership, children, and staff development, as well as dissemination, benefits, and recommendations. It is concluded that the CPP is

ED 330 502 RC 018 043

Penn, Patricia; Krysinski, Patricia
A Select Seminar for School Board Governance Report. Convened at Canaan Valley Resort and Conference Center (Davis, West Virginia, November 16-18, 1990).

PUB DATE - Nov 90
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Accountability; Board of Education Policy; *Board of Education Role; *Boards of Education; Community Involvement; *Educational Change; Educational Legislation; Elementary Secondary Education; *Governance; School Based Management; *School Restructuring; Seminars; State Government
IDENTIFIERS - Counties; West Virginia

In response to a legislative request, this seminar convened to make a comprehensive study of ways to improve the governance effectiveness of the state's county boards of education and county school board members. Participants were county school board members, superintendents, principals, teachers, service personnel, parents, community leaders, and state legislators. They defined governance as "creating a vision that is future oriented by setting policies in accordance with the Constitution. Governance should be results driven, not means driven. School governance means providing an equal and excellent education for all children regardless of race, color, or creed." Recommendations for county school boards addressed the areas of functions, climate and change process, qualifications, education, and restructuring. The report includes excerpts from participants' journals which reflect their diverse opinions. Appended are: (1) select seminar discussion questions; (2) participants' hoped-for outcomes; (3) recommendations for county school boards; and (4) recommendations for the West Virginia Legislature, the State Board of Education, the State Department of Education, and Regional Educational Service Agencies. (KS)

ED 330 503 RC 018 047

Neyland, Leedell W.
Historically Black Land-Grant Institutions and the Development of Agriculture and Home Economics, 1890-1990.
Florida A and M Univ. Foundation, Inc., Tallahassee.
SPONS. AGENCY - Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
PUB DATE - 90
NOTE - 356p.; "With special assistance from Esther Glover Fahm."
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE - Books (010), Historical Materials (060)
DESCRIPTORS - *Agricultural Colleges; Agricultural Education; Black Achievement; *Black Colleges; Black Education; *Black Institutions; *Educational History; Higher Education; *Home Economics Education; *Land Grant Universities; Rural Extension; Teacher Education
IDENTIFIERS - Morrill Act 1862; *Morrill Act 1890

Since 1890, historically black land-grant colleges and universities have delivered quality teaching, research, and extension service primarily to black people in Southern and border states. The Second Morrill Act of 1890 required that all land-grant funds be equitably divided in states that maintained separate schools for

EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - American Indian Education; *Counseling; *Counseling Services; Counselors; Guidance; *Guidance Programs; *School Guidance; Secondary Education
IDENTIFIERS - Moore Independent School District OK; Oklahoma

This manual outlines the philosophy and organization of the secondary counseling program of the Moore Public Schools (Oklahoma). The school district has made efforts in counseling American Indian students. This document presents the goals and objectives for secondary guidance programs that provide such services as orientation, information, counseling, placement, and research and evaluation. Needed personnel are listed and the allocation of duties and responsibilities for junior and senior high counselors are made. Special programs for career education, chemical dependency prevention, and suicide prevention are outlined and policies concerning child abuse, drug and alcohol abuse, and reporting students under the influence are given. Over 70 referral agencies are listed with addresses and phone numbers. Twenty-four forms used in the various programs are reproduced in the Appendix. Included separately are handouts outlining the Indian Education program with a summary report of the measurable objectives for the school year 1989-90, and an outline of the Chemical Dependency Prevention Program with a listing of sources for program materials. (ALL)

ED 330 523 RC 018 072

Lovin, Brenda
Moore Indian Education, Title V-C. Tutor's Handbook.
Moore Public Schools, Okla.
PUB DATE - 90
NOTE - 64p.; Part of a presentation at the Annual Conference of the National Indian Education Association (22nd, San Diego, CA, October 13-17, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *American Indian Education; Elementary Secondary Education; *Learning Activities; *Mathematics Instruction; *Reading Instruction; Teaching Guides; Teaching Methods; *Tutoring; Tutors; *Writing Instruction
IDENTIFIERS - Moore Independent School District OK; Oklahoma

This guide explains the duties of an Indian tutor in the Indian Education Program in Moore (Oklahoma) Public Schools and provides hints for successful tutoring. The reading section describes reading skills; explains the components of sight vocabulary skills, word analysis skills, and comprehension skills; provides checklists on general reading skills, word attack skills, oral reading skills, and other relevant data; and includes the Dolch word list, the Fry word list, and lists of prefixes and suffixes. The language arts section explains some assumptions about writing; describes some activities for developing listening and speaking skills, expanding vocabulary, and teaching creative writing; and discusses using the newspaper to tutor in reading. Ideas are presented for mixing writing with other content areas, such as art, social studies, math, and science. The section on touch math provides basic information, and specific instructions for addition, subtraction, multiplication, and division. The document contains illustrations and checklists for evaluating the learning process. Eleven resources are listed. (SV) services to individuals and libraries, which are provided by the National Agricultural Library. (KS)

ED 330 542 RC 018 107

Salzman, Stephanie A.; Girvan, James T.
Rural Adolescent Health Risk Behaviors: Age, Gender, and Ethnic Differences.

SPONS. AGENCY - Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE - Apr 91
NOTE - 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adolescents; *Child Health; *Drinking; *Drug Use; Racial Differences; Risk; *Rural Youth; Secondary Education; *Secondary School Students; Sex Differences; Smoking; State Surveys; *Student Behavior
IDENTIFIERS - Health Hazards; Idaho; *Risk Taking

A survey of health risk behaviors was administered to a representative sample of 7,776 Idaho students in grades 8-12. Respondents were 86% White, 6% Hispanic, 4% American Indian, 3% Asian, and 2% Black. These rural adolescents reported that they had engaged in some health risk behaviors at rates comparable to those of other U.S. adolescents: 57% had smoked cigarettes; 37% had sampled chewing tobacco or snuff; and 33% had had five or more drinks at least once in the past month. Over 25% had had serious suicidal thoughts in the past year. However, drug-related risk behaviors were comparatively lower among rural youth, with 86% stating they had never used illicit drugs of any kind. Few respondents engaged in regular exercise. Adolescents who engaged in one risk behavior were more likely to engage in others and less likely to practice wellness behaviors. American Indian and Hispanic teenagers reported significantly higher rates of alcohol and drug use than Whites or Asians. Non-Whites had higher rates of suicidal thought than Whites, while Whites were more likely to have used diet pills and smokeless tobacco. Males were more likely than females to engage in risk taking and experimentation with cars and motorcycles, alcohol, and drugs, while females were more likely to report behaviors associated with eating disorders. This paper contains responses to survey items and statistics for the total sample and break-down data by gender, ethnicity, and age. (SV)

ED 330 543 RC 018 108

Johnson, Lynn
Change in International Development Projects.

PUB DATE - 91
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Change Agents; *Change Strategies; Communication Problems; *Cooperative Planning; Developing Nations; *Economic Development; *Intercultural Communication; International Programs; Participative Decision Making; Technical Assistance; *Technological Advancement; Technology Transfer

students in the West region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Hawaii students had an average proficiency of 251 compared to 261 nationwide. Many fewer students (Hawaii-10%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 558 SE 052 068

The State of Mathematics Achievement in Idaho: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior Higl Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Idaho; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Idaho, 2,716 students in 101 public schools were assessed. This report describes the mathematics proficiency of Idaho eighth-graders, compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Idaho of New York eighth-graders, compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, New York students had an average proficiency of 261 compared to 261 nationwide. Many fewer students (New York-13%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 573 SE 052 083

The State of Mathematics Achievement in North Carolina: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *North Carolina; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In North Carolina, 2,843 students in 106 public schools were assessed. This report describes the mathematics proficiency of North Carolina eighth-graders, compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of

Gallagher, Arlene F.; Robinson, Donald
Passing the Torch: A Model School-Community Project.
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 89
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Citizenship Education; Citizenship Responsibility; Community Responsibility; Curriculum Development; Elementary Secondary Education; *Law Related Education; Older Adults; Resource Materials; *School Community Programs; *School Community Relationship; Social Studies; Teaching Methods; United States History
IDENTIFIERS - *Bill of Rights; *United States Constitution

During the 1988-89 school year, a Bicentennial Model Site Program was conducted by the American Bar Association's Special Committee on Youth Education for Citizenship. This program was designed to improve students' understanding of the U.S. Constitution and the Bill of Rights by forging partnerships between schools and communities at the local level, and to develop effective program models that could be replicated in schools nationwide. One of the school-community projects conducted under the Model Site Program was in Easthampton, Massachusetts. The specific objective of the Easthampton project was to make use of one of the community's most valuable human resources--senior citizens--in elementary, middle, and high school classrooms. This handbook highlights the Easthampton project and is designed to help others develop similar school-community projects. In preparation for the project, teachers attended an in-service course on law related education (LRE) teaching strategies and on making effective use of resource people. Both seniors and teachers later participated in a 1-day institute to focus on the past half-century and to plan grade-appropriate lessons. To assist them, Professor Donald Robinson from Smith College delivered an address entitled "The U.S. in Retrospect: 1939-1989," excerpts from which are included in this document. A wide range of teaching strategies and resources based on the lessons developed by senior citizens and teachers for the Easthampton project also are included, as is an annotated list of publications related to the 1939-1989 period. (DB)

ED 330 589 SO 021 002

Whittier, Charles H.
Religion in the Public Schools: Pluralism and Teaching about Religions. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE - 15 Feb 89
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descrintive (Program/Project Descriptions) (141)
DESCRIPTORS - Constitutional Law; *Controversial Issues (Course Content); *Cultural Pluralism; *Curriculum Development; Elementary Secondary Education; Public Schools; *Religion Studies; Religious Differences; *State Church Separation; Teaching Methods

DESCRIPTORS - *Agricultural Education; *Agricultural Production; Agricultural Trends; Agriculture; Area Studies; Curriculum Development; Foreign Countries; *Global Approach; Instructional Materials; *International Education; International Trade; Learning Activities; Secondary Education
IDENTIFIERS - Japan

The need to develop an awareness of the global nature of the agriculture industry is one of the major issues that students must begin to understand. A packet of instructional materials was developed to help teachers infuse a global perspective into units of instruction about agriculture and related topics. This document offers a series of activities that can be integrated in the curriculum. The activities included: (1) the rice-distribution system in Japan; (2) comparative agricultural production practices; (3) comparative horticultural practices; (4) comparative quality standards in agricultural marketing and distributing; (5) agricultural trade and culture; (6) food products and culture; (7) American and Japanese supervised experience programs; (8) comparing the FFA & FFJ Organizations; (9) commodities marketing; and (10) Japanese rice trade policy. A 14-item list of selected references and materials also is included. (DB)

ED 330 611 SO 030 268

Art Today in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany).
PUB DATE - 88
NOTE - 115p.; Some color photographs may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Art; Art Products; Design; Foreign Countries; *Foreign Culture; Painting (Visual Arts); Photography; Sculpture; Theater Arts
IDENTIFIERS - German Culture; *West Germany

An introduction to the ideas, styles, and methods of a number of contemporary German artists in a variety of media is presented. The essays, each containing reproductions of art works representative of the subject matter, and each written by specialists in the subjects, includes the following: "Painting--Positions and Contradictions" (Wolfgang Max Faust); "Constructivism and Realism--on the Fringe" (Dietrich Mahlow); "Art as Intervention in the Human Sphere--Works Transcending Traditional Forms" (Stephan von Wiese); "Sculpture and Installations" (Andreas Franzke); "Photography as an Artistic Medium" (Klaus Honnef); "Actions-Happenings-Performance Art-Videos" (Wulf Herzogenrath); "Setting Off into New Regions--Environmental Art and Gestalt Technology" (Jurgen Claus); and "Design" (Klaus-Jurgen Sembach). A 23-item selected bibliography of resources in German also is included. (DB)

ED 330 612 SO 030 269

Kurz, Gerhard
The Great Drama: Germany and the French Revolution.
Inter Nationes, Bonn (West Germany).
PUB DATE - 89
NOTE - 60p.; Photographs and illustrations may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions)

after revisions to this aspect of the course were made, and improvements continued to be made that resulted in more positive student reception of multiple texts. Cooperative learning, though well accepted, needed to be incorporated into the class more than the instructor initially planned. The major revision in this part of the project involved building in more, short, cooperative learning group work with selected course topics that allowed students to practice the process. Both the cooperative learning and multitext aspects of the course continue to be studied to improve student acceptance, satisfaction, and realization of the value of these strategies in the preparation of elementary teachers. (Author/DB)

ED 330 635 SO 030 455

Prevots, Naima
Pageantry and Progressivism: A Case Study.

PUB DATE - 25 Mar 90
NOTE - 12p.; Paper presented at the Annual Meeting of the Organization of American Historians (Washington, DC, March 22-25 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Case Studies; Change Strategies; *Community Programs; Cooperative Programs; Cultural Activities; Public Affairs Education; *Social Change; Social Problems; Social Studies; *Theater Arts; *United States History
IDENTIFIERS - Massachusetts (Boston); *Pageants; *Progressive Era

A Boston pageant, "Cave Life to City Life," created in 1920 as part of a city-wide reform effort, called "Boston-1915," is discussed. This pageant, typical of hundreds produced during the Progressive Era, was meant as an artistic and teaching vehicle for the community to address serious social problems. Social workers, civic leaders, and innovators in education, theater, dance, and music joined forces to produce these huge spectacles as a way of facilitating change and making art an integral part of everyone's life. The extensive planning of "Cave Life to City Life," and the four episodes into which the pageant was divided are described. Pageants created in other U.S. cities during this era are discussed, as well as the role of pageantry in the context of the Progressive Era. Secondary social studies teachers interested in teaching about the Progressive Era of U.S. history can use the information presented for classroom instruction. (DB)

ED 330 636 SO 030 460

Fritzsche, K. Peter
NATO in History and Civics Textbooks: The West German Case.

PUB DATE - 90
NOTE - 15p.; Paper presented at the International Conference on NATO in History and Civics Textbooks (The Hague, Belgium, November 24-25, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Journal Articles (080), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Civics; European History; Foreign Countries; *History Instruction; Instructional Materials; *International Organizations; Secondary Education; Social Studies; Textbook Content; *Textbook Evaluation; Textbook Research; Textbooks

identifying agencies and professionals in the community that serve children with emotional problems and determining their level of commitment to parents; (5) writing an agenda for the first parent meeting; (6) developing ideas for the group's direction after the first several meetings; and (7) developing an idea of what the group will do together. Appendices contain examples of promotional posters and flyers, examples of newspaper notices, and a list of eight references and national organizational resources. (JDD)

ED 330 167 EC 300 139

Stroul, Beth A.; Friedman, Robert M.
A System of Care for Severely Emotionally Disturbed Children & Youth.
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.; University of South Florida, Tampa. Research & Training Center for Improved Services for Seriously Emotionally Disturbed Children.
SPONS. AGENCY - Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE - Jul 86
NOTE - 184p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Adolescents; Children; Delivery Systems; Educational Practices; *Emotional Disturbances; Evaluation Methods; Health Services; Mental Health Programs; Models; *Program Administration; Program Development; Program Evaluation; Recreational Programs; Severe Disabilities; *Social Services; Vocational Education

This monograph explores the development of comprehensive systems of care for severely emotionally disturbed children and adolescents. It is intended as a technical assistance tool for states and communities interested in improving services and as a review of the state of the art for developing systems of care. A generic model of a system of care is presented, along with principles for service delivery and alternative system management approaches. The components of the system of care include mental health services, social services, educational services, health services, vocational services, recreational services, and operational services. Management of the system of care involves consideration of state-community relationships, alternative models for system management, and the role of case management and case review committees. Assessment of the characteristics of an effective system is also featured, and worksheets to assess the status of the system of care are provided. References accompany each chapter. (JDD)

ED 330 168 EC 300 140

Bazron, Barbara J.
The Minority Severely Emotionally Disturbed Child: Considerations for Special Education and Mental Health Services. A Task Force Report.
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.

Symposia on Culturally Diverse Exceptional Children (Albuquerque, NM, October 18-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Child Advocacy; *Court Litigation; Educational Needs; Elementary Secondary Education; Federal Legislation; *Gifted; *Mild Disabilities; *Minority Groups; Policy Formation; Social Bias; *Special Classes; Student Placement
IDENTIFIERS - Larry P v Riles; Lau v Nichols

The paper examines the continuing overrepresentation of minorities in special education programs for the mildly handicapped and their underrepresentation in programs for the gifted and talented. Alternative policy strategies are presented for advocates and decision makers concerned with reducing the increasing racial and ethnic disparities in special education. The legal, judicial, and educational history challenging the inequalities of tracking and special education classes for the mildly handicapped are reviewed. Among court decisions specifically addressed are the following: Larry P. v. Riles; Hobson v. Hanson; Mills v. Board of Education; and Lau v. Nichols. In addition, a list of cases addressing tracking after Brown v. Board of Education (1954) and after the 1975 enactment of the Education for All Handicapped Children Act is provided. The "myth" of the beneficial effects of special education is attacked on the basis of high dropout and unemployment rates for the disabled. The Larry P. and Lau cases are recommended as the bases for further challenges. (DB)

ED 330 186 EC 300 158

Brodin, Jane
Communication in Profoundly Mentally Retarded and Multiply Handicapped Children.

SPONS. AGENCY - Swedish Council for Planning and Coordination of Research.
PUB DATE - Aug 90
NOTE - 10p.; Paper presented at the International ISAAC Conference on Augmentative and Alternative Communication (4th, Stockholm, Sweden, August 12-16, 1990). This project was also supported by the Swedish State Inheritance Fund.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Body Language; Case Studies; Communication Skills; Foreign Countries; Males; Multiple Disabilities; *Nonverbal Communication; Parent Child Relationship; *Severe Mental Retardation; Time Factors (Learning)
IDENTIFIERS - Sweden

The paper reports on a project which examined the communication of a 10-year-old Swedish boy with severe retardation and multiple disabilities. Interviews, observations, and videorecordings were used. Communication categories included body language, gestures, head position, gaze/eye contact, and sound/mouth and tongue use. The child was found to communicate with gestures and body language and to have no understanding of pictures or symbols. Interaction patterns were identified from the videofilming technique and include patterns typical of newborn infants, including caregiver initiation, child orientation, and child motor activity. The child's need for plenty of time to absorb input was noted. Includes 10 references. (DB) cultural background. Findings suggest a parallel between the processes required for inductive reasoning and for foreign language learning. (MSE)

ED 330 207 FL 019 106

Porvenir, 1989-90. Final Evaluation Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - 91
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Attendance Patterns; Bilingual Education Programs; *Career Education; *Curriculum Development; *English (Second Language); Federal Programs; Intermediate Grades; Interpersonal Competence; Limited English Speaking; Mainstreaming; *Native Language Instruction; Program Descriptions; Program Evaluation; Spanish Speaking; Staff Development
IDENTIFIERS - Content Area Teaching; New York City Board of Education; *Project Porvenir NY

Project Porvenir is a program to develop English as a Second Language (ESL) and native language arts (NLA) among limited-English-speaking, native Spanish-speaking students through career education. In its second year of operation, the project served 599 students of varying language proficiency in general and special bilingual education classes, grades 4-6, at four sites in the Bronx (New York). Students received instruction in ESL, NLA, career education, and bilingual content area courses. The project met its objectives in ESL, career education, curriculum development, and parental involvement. Objectives were partially met in attendance, but were not met in NLA. Data to evaluate the objectives for mainstreaming, social interaction, and staff development was insufficient. It is recommended that the program provide sufficient data to evaluate all objectives. (Author/MSE)

ED 330 208 FL 019 107

Bernet, Ivelyse Artaud; del Rey, Maria Isabel Consuegra
Inviter? Comment? (Invite? How?).

PUB DATE - Apr 90
NOTE - 11p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE - French
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classroom Techniques; Discourse Analysis; Grammar; Instructional Materials; *Interpersonal Communication; *Interpersonal Relationship; Language Research; Linguistic Theory; *Speech Acts
IDENTIFIERS - *De Vive Voix; *Invitations

A study analyzed one form of speech act in the instructional materials entitled "De Vive Voix." The speech act in question was the invitation to someone to do something. The ways that the invitation is presented, possible variations, and how to make this rich and useful form more available to the student for communicative purposes are examined. First, the statements in the texts corresponding to this speech act, explicitly or implicitly, are inventoried. They are then classified according to their form characteristics and relevant philosophical aspects, methodological phases, strategies, and aspects of the educational method are provided. Different scopes of social research are also presented. (OPF)

ED 330 228 FL 800 309

Latapi, Pablo, Comp.; Castillo, Alfonso, Comp.
Lecturas sobre educacion de adultos en America latina (Readings on Adult Education in Latin America). Serie: Retablo de Papel 14.
Regional Centre for Adult Education and Functional Literacy for Latin America, Patzcuaro (Mexico).; United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and Caribbean.
PUB DATE - Feb 85
NOTE - 343p.
LANGUAGE - Spanish
EDRS-PRICE - EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adult Basic Education; *Adult Education; *Adult Literacy; Developing Nations; Foreign Countries; Indigenous Populations; *Literacy Education; Student Evaluation
IDENTIFIERS - Freire (Paulo); *Latin America; UNESCO

Twelve essays written in Spanish on the state of adult education in Latin America are presented. The essays are organized into three main sections, including: "Concepto y evolucion historica de la educacion de adultos" (Conception and Historical Evolution of Adult Education); "Aspectos particulares" (Specific Subjects); and "Tendencias y perspectivas" (Tendencies and Viewpoints). Individual essays cover such topics as a critical analysis of the work of Paulo Freire; the United Nations Educational, Scientific, and Cultural Organization's definition of literacy; strategies for extending literacy in Latin America and the Caribbean; language, culture, and literacy in working with indigenous peoples; and participatory evaluation in adult education. (Adjunct ERIC Clearinghouse on Literacy Education) (DS)

ED 330 229 FL 800 315

Stowell, Penelope, Ed.
Results of the 1990 Survey of Literacy Service Providers, State of New Mexico.
New Mexico Coalition for Literacy, Santa Fe.
SPONS. AGENCY - Department of Labor, Washington, D.C.
PUB DATE - Nov 90
NOTE - 35p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Adult Basic Education; Adult Literacy; *Curriculum Design; Educational Assessment; Educational Facilities; Educational Strategies; Financial Support; High School Equivalency Programs; *Institutional Characteristics; *Literacy Education; Program Administration; State Surveys; Statewide Planning; *Student Characteristics; *Teacher Characteristics; Teaching Methods
IDENTIFIERS - *New Mexico

The New Mexico Coalition for Literacy conducted a statewide literacy survey in May and June, 1990. Of 78 questionnaires distributed to programs believed to offer some adult literacy service, 34 responses were received, including those from 6 adult basic education programs, 1 adult education program on a reservation, 21 and implementation of future surveys. The report discusses the problems faced by the two schools because of lack of state funding for their Human Corps programs, and it includes a recommendation that the Legislature and the Governor provide funding for segmental surveys. Appendixes provide reports from both universities that describe Human Corps activities on the various campuses as well as overall student participation. A transcript of Assembly Bill 1820 (1987) is also appended. Contains 4 references. (GLR)

ED 330 248 HE 024 324

O'Brien, Kenneth B.
The Dynamics of Postsecondary Expansion in the 1990s. Report of the Executive Director. Report 90-12.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - 5 Mar 90
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Budgeting; Decision Making; Economics; *Educational Demand; *Educational Equity (Finance); Educational Quality; Enrollment; Higher Education; *Leadership Responsibility; Long Range Planning; *Political Issues; Postsecondary Education; Productivity; Resource Allocation; Two Year Colleges
IDENTIFIERS - California State University; University of California

In this report, the executive director of the California State Postsecondary Education Commission summarizes the major demographic and political forces that will likely affect the shape of higher education leadership in California during the 1990s. The report discusses the implications of increased enrollment pressures on educational equity, geographic access, and competition among the segments for new campuses. Next, an analysis is provided of the state's political climate and prospects for state support of growth, with particular emphasis on California's economy, the state budget, and the vulnerability to revenue shortfalls of the University of California and California State University. In addition, four major challenges to the State's postsecondary leaders are identified: (1) insulating institutions from political uncertainty; (2) building a decision-making process to manage the politics of growth; (3) maintaining quality and dynamism within steady-state; and (4) improving productivity. (GLR)

ED 330 249 HE 024 325

Technology and the Future of Education: Directions for Progress. A Report of the California Postsecondary Education Commission's Policy Task Force on Educational Technology. Report 89-27.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Sep 89
NOTE - 58p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Agency Cooperation; Educational Planning; *Educational Technology; Elementary Secondary Education; Financial Support; *Futures (of Society); *Higher Education; Instructional Improvement; Long Range Planning; State Colleges; State Universities; Technological Advancement; *Technology Transfer
IDENTIFIERS - *California

This report discusses a plan for more effective use of new male-dominated groups. The research involved a secondary analysis of data collected in an Austin and Rice (1987) study on faculty members in small, private liberal arts colleges. A total of 4,271 faculty from 142 colleges responded to a survey (46% of the 9,204 full-time faculty surveyed) concerning perceptions of the academic workplace. Among this respondent group only those who reported a faculty rank of assistant professor or higher were included in the study. Of the 3,922 respondents in this final sample, 64% were male and 36% female, with an average age of 46 years. The study divided the respondents into Biglan's (1973) disciplinary identification categories (soft/pure, hard/applied, hard/pure, soft/applied) and analyzed the responses, using multiple group discriminate analysis, within the following variables: personal; role; intrinsic value; and extrinsic value. Analysis suggested that disciplinary groups of liberal arts college faculty members displayed differences primarily in their demographic composition rather than in their career concepts or what they valued about their work. However, a significant number of differences between faculty groups remain unexplained. Future uses of Austin and Rice (1987) data should address gender differences in faculty perceptions and values without the disciplinary component. The report contains 10 tables, 5 graphs, 24 references, and an appendix showing the disciplinary categories. (GLR)

ED 330 269 HE 024 356

Yankosky, Richard E.; Andrew, Loyd
The Proprietary School Sector: A Demographic and Financial Aid Profile.

PUB DATE - 3 Apr 91
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *College Students; Comparative Analysis; Data Analysis; Enrollment; Females; Minority Groups; Paying for College; Postsecondary Education; Profiles; *Proprietary Schools; School Demography; *Student Characteristics; *Student Financial Aid; Two Year Colleges

The purpose of this study of the proprietary sector of postsecondary education was to examine in detail exactly what population it serves, types of services provided, and the degree to which financial aid packaging helps students. A representative sample of 3,837 students attending less-than-two-year and two-year proprietary schools in the United States were analyzed. Data were obtained from the fall 1986 National Postsecondary Student Financial Aid Survey conducted by the National Center for Educational Statistics. Among the study results were the following: (1) low-income women and minorities dominated enrollment in short-term, less-expensive training programs while white male aid recipients with higher family incomes enrolled in longer-term, more expensive programs; (2) 79% of all aid recipients in proprietary schools received aid from one or two different sources; (3) aid recipients in proprietary schools received the majority of their aid from federal sources; (4) the typical aid recipient in a less-than-two-year school was unmarried (72%), female (72%), 26 years of age, and attended school on a full-time basis (77%); and (5) the typical aid recipient in a two-year school was unmarried (79%), white (66%), 24 years of age, dependent (55%) upon parents for financial support, and attended on a full-time basis (87%). Conclusions and implications are presented. Contains 9 references. (GLR) well-being, marriage, family planning, consumer activities, savings and investment behavior, and leisure. Chapter 13 summarizes the total body of evidence pertaining to what is known about the impact of college. Finally, Chapter 14 discusses implications of the evidence for institutional practice and public policy, specifically for academic and student affairs policy formation, and state and federal policy. A technical appendix addresses in detail some of the major methodological and analytical issues in assessing the influence of college on students. Includes approximately 3,000 references. (LPT)

ED 330 288 HE 024 376

Trends in Enrollment and Degrees Granted, 1948-1990: State University of New York.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE - Apr 91
NOTE - 268p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - General (140)
DESCRIPTORS - Associate Degrees; Bachelors Degrees; College Credits; *Community Colleges; *Degrees (Academic); Doctoral Degrees; Educational History; *Enrollment Trends; Full Time Students; Graduate Students; Higher Education; Masters Degrees; *Multicampus Colleges; Part Time Students; Professional Education; *State Universities; Technical Institutes; Undergraduate Students
IDENTIFIERS - *State University of New York

Trends in enrollment and degrees granted by the State University of New York (SUNY) institutions from 1948 to 1990 are presented. Credit course enrollment is considered in relation to headcount enrollment for the individual institutions and institutional types of the State University as well as systemwide. The data are for the fall term of each year and are arranged by student load (full-time or part-time) and student level (undergraduate/graduate). The information on degrees granted covers all degrees awarded over a 12-month period. Data are presented for each degree type (associate's, bachelor's, master's, doctoral, and first-professional). Credit course enrollment and degree data are presented for the following categories: state university totals, state university totals excluding community colleges sponsored by the New York Board of Higher Education, state-operated/funded institutions, university centers, university colleges, health science centers, specialized colleges, statutory colleges, colleges of technology/agriculture, community colleges under the sponsorship of the New York City Board of Higher Education, all community colleges, and associated colleges. Appended materials include a chronology of dates of establishment of institutions of the SUNY system. (LPT)

ED 330 289 HE 024 377

Nel, Johanna
An Historical Investigation of the Infancy Years of University Extension at a Mid-Western Institution.

PUB DATE - Apr 91
NOTE - 16p.; Paper presented at the Annual Meeting of American Educational Research Association (Chicago, Illinois, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

additional revenue to Channel e. Listings of the members of the Channel e steering committee and the members of the advisory council of the European Institute for the Media, Manchester, are appended. (DB)

ED 330 307 IR 014 922

Poole, Wendy
Resistance to Change in Education: Themes in the Literature.

PUB DATE - 91
NOTE - 15p.; Graduate student paper, Syracuse University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adoption (Ideas); Communication (Thought Transfer); Decision Making; *Educational Change; Educational Innovation; Elementary Secondary Education; Literature Reviews; Program Implementation; *Psychological Studies; *Resistance to Change; Teacher Administrator Relationship

This review of literature in the field of educational innovations includes discussions on the following areas: (1) resistance to change; (2) personality and psychological factors; (3) innovation attributes such as communicability and compatibility; (4) type of innovation decision making including those made by individuals, groups, and authority; (5) problems during the implementation of innovative programs; (6) schools as organizational or social systems; (7) communications networks, particularly the relationship between teachers and administration; and (8) the faculty culture and the relationship between the innovation and the school. It is noted that this review, while omitting some influential factors in the discussion of resistance to change, reflects a range of themes that have emerged within the body of research concerning perceptions about and interpretations of resistance to change. (32 references) (DB)

ED 330 308 IR 014 923

Harrison, Colin; And Others
The Technical Literacy Project: A Comparison of Computer Literacy Skills among School Students and Employees in Industry.

PUB DATE - 90
NOTE - 16p.; Paper based on a presentation to the Annual Conference of the British Educational Research Association (August 30-September 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; *Computer Assisted Testing; *Computer Literacy; Foreign Countries; High School Seniors; Hypermedia; Industrial Training; Keyboarding (Data Entry); Microcomputers; Secondary Education; Sex Differences; *Technical Education
IDENTIFIERS - *Apple Macintosh; England; *HyperCard

Because of the crucial nature of the technical literacy problem and the necessity for employees to be able to understand and apply information contained in technical manuals, a technical literacy test was developed in order to identify the level of a person's familiarity with or likely aptitude for work using a computer. The information yielded by such a test would not only be used to determine an individual's current computer literacy as measured by industry standards, but also would serve as a basis for

PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Check Lists; Computer Software Selection; Databases; *Educational Planning; Elementary Secondary Education; *Information Networks; *Learning Resources Centers; *Library Automation; Media Specialists; School Libraries; Transparencies

This document outlines a workshop for media specialists--"School Library Automation: Solving the Puzzle"--that is designed to reduce automation anxiety and give a broad overview of the concerns confronting school library media centers planning for or involved in automation. Issues are addressed under the following headings: (1) Levels of School Library Media Services; (2) Planning (functions of library automation, needs assessment; (3) Database Creation (standardization, weeding, inventory and shelf list, retrospective conversion); (4) Software Selection; (5) Hardware Selection; (6) Installation; (7) Operation and Maintenance; and (8) Developing a Statewide Database (project, rationale, obligations, and implementation). A checklist for a building-level media center profile to help decision-makers choose whether or not to automate is included, as well as a collection of 28 masters for overhead transparencies to be used in presenting the workshop. (29 references) (DB)

ED 330 329 IR 014 948

Automation of Oklahoma School Library Media Centers: A Plan for the Development of Technology in Library Media Centers.
Oklahoma State Dept. of Education, Oklahoma City. Library and Learning Resources Section.
PUB DATE - 90
NOTE - 70p.; For related documents, see IR 014 946-947.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Access to Information; Check Lists; Databases; Elementary Secondary Education; *Government Role; *Learning Resources Centers; *Library Automation; State Departments of Education; *State Programs; Systems Development

This training manual and statewide plan begins by describing the role of the Oklahoma State Department of Education, Library Resources/Technology Section as one of providing leadership, consultation, communication, and coordination in the systematic development of technology in Oklahoma school library media centers. Information about the Oklahoma School Library Automation Network is then presented, followed by a detailed outline of the process of automation at the local level. This process begins with planning, which covers: (1) levels of school library media services; (2) library automation functions (library management, collection management, information access); (3) automation needs assessment; (4) costs and timeline; (5) automation committee; (6) district plan; and (7) board of education. The steps in database creation are then outlined, including standardization, weeding, inventory and shelf list, and retrospective conversion. Other steps in the process are also described; i.e., software selection, hardware selection, installation, and operation and maintenance. Implementation of the statewide plan and the development of a statewide school library database are described in the final sections. A checklist for a building-level media center profile to help decision-makers choose whether or not to automate is office system or automated equipment. Physical security, data security, and monitoring and review management policies are discussed. The final section, "Personnel Management," considers security issues that arise when personnel operate computer facilities which process critical data or design sensitive systems. It is suggested that employee training programs that emphasize systems security should be implemented. Sources of additional information are provided. (MAB)

ED 330 348 IR 053 511

Luther, Barbara
Ohio's Literacy Situation. Ohio White House Conference on Library and Information Services for Literacy. Background Paper.
Ohio State Library, Columbus.
PUB DATE - 30 Jul 90
NOTE - 28p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Adult Programs; Federal Aid; Financial Support; High School Equivalency Programs; *Illiteracy; Library Services; *Literacy Education; Population Distribution; Public Libraries; State Programs
IDENTIFIERS - Library Services and Construction Act; *Ohio; *White House Conference Library Info Services

Intended for use by participants in the Ohio Preconference and the 1991 White House Conference on Library and Information Services (WHCLIS), this background paper on one of the three major WHCLIS themes examines Ohio's literacy problem and reviews the state's current literacy programs and funding sources. Definitions of terms, a brief history of the literacy issue, the public libraries' role in the literacy effort, and the demographics of adult illiteracy in Ohio are presented. Two charts illustrate Ohio's illiterate population by age range and gender; in addition, Ohio maps indicate the estimated illiterate population by county and metropolitan area. Also included are descriptions of current Ohio literacy efforts that are sponsored by the following public and private organizations: schools; community colleges and universities; businesses and industries; social service agencies; corrections/rehabilitation agencies; Adult Basic Education (ABE); churches; newspapers; immigration services; professional associations; local government; literacy networks/councils; and libraries. Descriptions of funding programs from state, local, and private foundations are provided in addition to a funding summary of Title I and VI grants awarded by the Library Services and Construction Act (LSCA) since 1986. (15 references) (MAB)

ED 330 349 IR 053 512

School Library Media Programs: A Resource & Planning Guide for South Dakota Schools.
South Dakota State Dept. of Education and Cultural Affairs, Pierre.
PUB DATE - 89
NOTE - 237p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Check Lists; Curriculum Development; Elementary Secondary Education; Guidelines; *Learning Resources Centers;

EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Abstracts; *Federal Aid; *Fellowships; Graduate Study; *Grants; Higher Education; Institutes (Training Programs); *Library Education; Library Schools; Library Statistics; *Professional Training; *Program Descriptions
IDENTIFIERS - *Higher Education Act Title II B

Prepared in response to requests from librarians and other members of the public for information about the types of projects that have been funded by the Higher Education Act (HEA) Title II-B program, this report offers information about projects funded in fiscal year 1990. For 1990, grants totalling $564,557 were conferred upon 24 universities to support 21 master's fellowships, 2 post-master's fellowships; 10 doctoral fellowships, and 4 institutes. Abstracts for funded fellowship and institute projects are presented alphabetically by state and contain the following information: (1) institution name and address; (2) project director names; (3) number and level of awards; (4) amount of fiscal year 1990 funding; (5) grant period; (6) grant identification number; (7) project priorities; and (8) project objectives. The abstracts for the institutes also mention the length of the project. Concluding the report are six tables which present summaries of the funding history of HEA Title II-B for fiscal years 1966-90, 1968-79, and 1987-90; library training institute program enrollment data for 1968-90; total number of institutes and traineeships, by state, for 1968-90; and the total number of library training institute programs, by type of librarianship, for 1968-1979 and 1987-1990. (MAB)

ED 330 368 IR 053 537

Neff, Evaline B.
Library Programs. Library Services for Individuals with Limited English Proficiency. Fiscal Year 1987.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - American Indians; Asian Americans; Cultural Education; *English (Second Language); *Federal Aid; *Grants; Hispanic Americans; *Library Role; *Library Services; *Limited English Speaking; Public Libraries; Second Language Instruction
IDENTIFIERS - *Library Services and Construction Act

Libraries have played an important role in developing and operating programs which enhance English-language skills and ease assimilation into U.S. society. This report presents descriptions of the Library Services and Construction Act (LSCA) grants which funded library programs and projects benefitting individuals with limited English-speaking proficiency in Fiscal Year 1987. The programs and project descriptions are listed alphabetically by state. In 1987, 17 states and two outlying areas (Guam and Puerto Rico) funded 34 projects to provide cultural and library services to an estimated 5.7 million persons of limited English-speaking proficiency; the programs covered at least 30 languages and offered a variety of services, including information and referral programs via telephone; provision of print and audiovisual materials in foreign languages and materials on English as a second language (ESL); ESL tutoring; storytelling for children in foreign languages; cultural programs featuring music, films, guest speakers, and performers from foreign countries; outreach

showed preference for trades and crafts courses, with a small interest in career exploration PT's; and (4) the largely black, inner-suburban, and near-to-middle class cluster tended to prefer entrepreneurial, high-tech, and home and office PT's. Data tables are appended. (GFW)

ED 330 385 JC 910 168

Boughan, Karl
A Cluster Analysis of the 1984 Entrant Survey: Implementing Geo-Demographic Marketing at P.G.C.C., Part III. Market Analysis MA91-6.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE - Mar 91
NOTE - 14p.; For related documents, see ED 325 182 and JC 910 166-167.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Academic Achievement; Associate Degrees; *Cluster Analysis; College Transfer Students; Community Colleges; Credit Courses; *Educational Status Comparison; Followup Studies; Institutional Research; Outcomes of Education; Research Problems; *Socioeconomic Influences; *Socioeconomic Status; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS - Prince Georges Community College MD

Prince George's Community College (PGCC), Maryland, utilizes a geo-demographic marketing model in which neighborhoods within the college's service area are grouped into natural socioeconomic "clusters." In an effort to track the outcomes of PGCC students 4 years after entrance and to compare outcomes by the different socioeconomic clusters of students, a study was conducted of 414 students who were first-time credit students in the fall of 1984. Data were obtained from the Maryland State Board of Community Colleges which had administered two surveys to this student cohort, once at entry to PGCC in 1984 and again in 1988 after 4 years. Students were identified as belonging to one of 13 socioeconomic clusters and were analyzed with regard to 6 academic outcome indicators: "Achievers" (degree attainers); "Transfer-Seekers"; "Degree-Seekers"; "Muddlers-Through" (transfer to four-year institution without degree award); "Strugglers" (still enrolled at PGCC); and "Upgraders" (no-award, no-transfer, no-longer-attending). Selected findings included the following: (1) "Achievers" were from predominantly white, upscale groups; (2) "Transfer-Seekers" included predominantly black or mixed-race, middle class populations, similar in outcomes to "Achievers" but with a higher rate of termination without achievement; (3) "Degree-Seekers" included mostly white middle-class groups seeking associate degrees but with little interest in baccalaureate work; (4) the "Muddlers-Through" group included a very significant minority component, many of whom were lower white-to-blue-collar workers; (5) "Strugglers" included mainly single blue-collar youths; and (6) "Upgraders" included predominately college-educated young people apparently seeking skills upgrading. Data tables are included. (GFW)

ED 330 386 JC 910 169

Anderson, Richard T.
Waukesha County Technical College: Student Development Model. Critical Life Skills.
Waukesha County Technical Inst., Waukesha, Wis.

Washington, DC.
PUB DATE - Feb 91
NOTE - 279p.; For a related document, see JC 910 191.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Budgets; College Faculty; Community Colleges; Comparative Analysis; *Educational Finance; Educational Research; *Expenditure per Student; Instructional Student Costs; National Norms; National Surveys; *Public Colleges; Resource Allocation; *School Statistics; *State Norms; Tables (Data); *Two Year Colleges

Designed to assist individual two-year institutions in analyzing their financial performance in relation to regional and statewide norms, this report presents comparative financial statistics for the 1989-90 fiscal year derived from a sample of 531 public community and junior colleges. The three main sections of the report present, respectively, sample findings from two nationwide surveys, median and quartile statistics for regional samples, and median and quartile statistics for state samples. Following the first chapter's introduction and discussion of study limitations, chapter 2 presents selected statewide statistics for states with 6 or more participating institutions (including 5 states with fewer than 6 institutions but with 100% participation). Tables in chapter 2 provide information on total expenditure per credit full-time equivalent (FTE) student; academic, administrative, scholarship; plant and maintenance expenditures per credit FTE student; total revenues per credit FTE student; tuition and fees, total appropriations, and state and local appropriations per credit FTE student; and data on credit and part-time faculty and staff. Chapter 3 presents median and first and third quartile statistics for four regional samples (central, eastern, southern, and western). Chapter 4 presents medians and quartiles for 36 state samples. Both chapters 3 and 4 examine quartiles for all expenditure categories, and expenditures by major institutional functions (e.g., academic, support services, credit instruction, and utilities). A description of the study methodology, the survey instruments, and a list of participating institutions by state are appended. (JMC)

ED 330 403 JC 910 191

Dickmeyer, Nathan; Cirino, Anna Marie
Comparative Financial Statistics for Public Community and Junior Colleges 1989-90.
American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; National Association of Coll. and Univ. Business Officers, Washington, D.C.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Feb 91
NOTE - 104p.; For the 1988-89 report, see ED 316 293.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Numerical/Quantitative Data (110), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143)

community colleges to provide evidence of their success in such areas as basic skills and remediation, general education, major-field content, student development, transfer effectiveness, job training, job placement, and fiscal accountability. This volume, in addition to describing some contemporary mandates for institutional effectiveness, presents a range of institutional research models that can be used to seek answers to the complex questions being posed. The volume includes the following nine articles: (1) "The Traditional Centralized Model of Institutional Research," by Julie Slark; (2) "The Centralized Research Model in a Multicampus District," by John Losak; (3) "The Coordinated Research Model in a Multicampus District," by Janis Cox Jones; (4) "The Decentralized Research Model," by Peter MacDougall, Jack Friedlander, Elaine Cohen, and John Romo; (5) "The Centralized-Decentralized Research Model," by Marylin Orton; (6) "Research by Voluntary Consortium," by Don Doucette and Jeffrey A. Seybert; (7) "t-Test for Two: A State-Local Research Partnership," by Daniel D. McConochie and James D. Tschechtelin; (8) "The State Agency-College-Mandated Approach," by Madan Capoor and Edward Morante; and (9) "Responding to Mandates for Institutional Effectiveness," by Jack Friedlander and Peter R. MacDougall. (PAA)

ED 330 420 JC 910 217

Stanley, Linda C., Ed.; Ambron, Joanna, Ed.
Writing across the Curriculum in Community Colleges. New Directions for Community Colleges, Number 73.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 113p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Reports - Descriptive (Program/Project Descriptions) (141), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Community Colleges; *Curriculum Development; Faculty Development; Interdisciplinary Approach; Journal Writing; Learning Theories; Limited English Speaking; Note Taking; Program Descriptions; Program Design; Program Evaluation; Program Implementation; Teacher Attitudes; *Teaching Methods; Two Year Colleges; *Writing Across the Curriculum; *Writing Improvement; *Writing Instruction; Writing Skills; Writing Strategies

Designed to assist program planners and administrators at community colleges in initiating a Writing Across the Curriculum (WAC) program or determining the future direction of one already in existence, this sourcebook provides 15 articles on various aspects of WAC theory and practice. The following articles are included: (1) "History of WAC and Its Role in Community Colleges," by Joanna Ambron; (2) "Building on Realities: WAC Programs at Community Colleges," by Barbara R. Stout and Joyce N. Magnotto; (3) "On Using Writing," by Lee Odell; (4) "Toward a New Paradigm in Writing Across the Curriculum," by Martin B. Spear, Dennis McGrath, and Evan Seymour; (5) "A Solution to Student-Faculty Mismatch," by Marsha Z. Cummins, Jacqueline Stuchin-Paprin, and Judith R. Lambert; (6) "The WAC Workshop," by Julie Bertch and Delryn R. Fleming; (7) "Writing-to-Learn Assignments: The Journal and the Microtheme," by Linda C. Stanley; (8) "Discipline-Specific Assignments: Primary Resources for Writing Across the Curriculum," by Hannah Karp Laipson; (9) "Formalizing WAC in the Curriculum: Writing-Emphasis Courses," by Patricia Durfee, Ann Sova, Libby Bay, Nancy Leech, Robert Fearrien, and Ruth Lucas; (10)

various possible roles that international aid might play in the creation and development of viable, culturally sensitive preschool education programs in developing countries. (RH)

ED 330 439 PS 019 393

Prakasha, Veda
Zero through Six: Learning and Growing; What We Know of the Very Young Child. Notes, Comments...(Child, Family, Community). Digest No. III.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE - 5 Aug 83
NOTE - 101p.; For other digests in this series, see PS 019 391-394.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Childhood Needs; *Child Rearing; *Cognitive Development; Family Influence; Foreign Countries; Global Approach; Guidelines; *Individual Characteristics; *Individual Development; Infants; Parent Participation; *Parent Role; Preschool Children; Preschool Education; Toddlers

This digest explores the knowledge base underpinning the present understanding of the preschool child. This knowledge base involves stages of mental and physical development, physical and psychological needs, conditions that tend to favor or retard the child's learning and development, and so on. The eight chapters of this digest focus on: (1) characteristics of the very young or preschool child; (2) child rearing and behavior; (3) the child's cognitive development; (4) development from birth to 6 years of age; (5) obstacles to development; (6) the child's basic needs; (7) interrelatedness of needs and actions for need satisfaction; and (8) guidelines for responsible parenthood. (RH)

ED 330 440 PS 019 394

Prakasha, Veda
Towards an Open Learning Environment for the Young Child: Some Principles, Practices and Issues in Curriculum Planning. Notes, Comments...(Child, Family, Community). Digest No. IV.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE - 23 Dec 83
NOTE - 208p.; For other digests in this series, see PS 019 391-393.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Childhood Needs; *Classroom Environment; *Curriculum Development; Disadvantaged; *Early Childhood Education; Educational Equipment; Educational Facilities; *Educational Practices; *Educational Principles; Family School Relationship; Foreign Countries; Global Approach; Instructional Materials; *Open Education; Play; Preschool Education; Preschool Teachers; Resource Materials; Scheduling; Teaching Methods
IDENTIFIERS - *Developmentally Appropriate Programs

This digest explores the question, What types of activities and experiences should a good learning environment offer to the young child to help him grow normally and happily? Part 1 focuses on basic considerations in the development of early childhood care and education (ECCE) curricula. Four chapters concern: (1) the distributions of items on the surveys are presented. Findings are discussed in regard to the Recycling Fund Concept and larger issues of welfare reform. (RH)

ED 330 461 PS 019 502

The Home School Court Report, 1990.
Pennsylvania Governor's Office, Harrisburg. Office of the Cultural Advisor.
PUB DATE - 90
NOTE - 97p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Activism; *Advocacy; Elementary Secondary Education; Federal Legislation; *Home Schooling; National Surveys; Nontraditional Education; *Political Issues; Politics of Education; Religious Cultural Groups; State Legislation

Feature articles contained in the four issues of volume 6 of this periodical for families who practice home schooling concern the response of the United States Senate to political pressure from home schoolers; a "declaration of war" on religious freedom by conservative members of the U.S. Supreme Court; the likelihood that the Congress will pass a federal crime bill that has "dangerous potential" for home schoolers; and Barbara Bush's admission of prejudice against home schooling. Additional articles in each number concern difficulties facing home schooling and home schoolers in various states, and articles on topics such as the urgent need to restore a biblical view of education and the threat of early intervention programs to the life of the traditional family. Also provided are the text of the Religious Freedom Restoration Act of 1990 and material on the National Center for Home Education's Testing Service for Home Schoolers. A Home School Court Report for Christmas, 1990 is also included. This features initial results from a survey of home education families who are members of the Home School Legal Defense Association. (RH)

ED 330 462 PS 019 505

Shores, Elizabeth F.
Prenatal Cocaine Exposure: The South Looks for Answers. A SACUS Special Report.
Southern Association on Children Under Six, Little Rock, Ark.
PUB DATE - 91
NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Cocaine; *Drug Abuse; *Drug Addiction; Early Childhood Education; Family Programs; Guidelines; Individual Development; *Infants; Intervention; *Mothers; Needs Assessment; Parent Responsibility; Prevention; Program Development; School Role
IDENTIFIERS - *Fetal Drug Exposure

This special report provides answers to six fundamental questions on prenatal cocaine exposure: (1) What problems do drug-exposed newborns have? (2) How many of these children are there? (3) How do we get pregnant women to avoid drugs and alcohol? (4) What should be done to help the families of substance abusers? (5) How do drug-exposed children develop? (6) How should schools assess and prepare for drug-exposed children? It is concluded that improving the lives of children and families. Many of the benefits will be seen in years to come, but positive changes are already visible. (RH)

ED 330 483 PS 019 562

Colorado Preschool Program. Progress Report, 1989-1990. A Report to the Colorado General Assembly. Executive Summary.
Colorado State Dept. of Education, Denver.
PUB DATE - Aug 90
NOTE - 14p.; For full report, see PS 019 561.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Community Involvement; High Risk Students; *Outcomes of Education; *Preschool Education; Program Evaluation; *Staff Development; State Programs
IDENTIFIERS - *Colorado

This document summarizes the progress and outcomes of the implementation of the Colorado Preschool Program in 36 school districts from June, 1989, to May, 1990. First, the strength of community collaboration in supporting this early childhood effort is described. Second, the needs and accomplishments for the children and families served in the program are indicated. Third, the results of staff development are reported. Finally, the overall benefits of and recommendations for improving the program are reported. (RH)

ED 330 484 PS 019 568

Heyman, Gail D.
Young Children's Response to Criticism: Self-Conceptions and Trait Thinking.

PUB DATE - Apr 91
NOTE - 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Criticism; *Inferences; *Kindergarten Children; Primary Education; Self Concept; *Self Esteem; *Student Motivation; *Teacher Influence
IDENTIFIERS - Moral Reasoning

A total of 107 children of 5 and 6 years participated in interactive scenarios in which mastery experiences were pitted against external criticism. The 39 percent of children whose positive assessments were undermined by the criticism were more likely than other children to make broad negative inferences from specific information. A large proportion of these children interpreted their performance as reflecting negatively on important traits, including their goodness. In addition, these children were more likely than others to make stable and global judgments concerning the goodness of others. This study provides evidence suggesting that children who have just started school have evaluative self-conceptions that are motivationally relevant. The study also provides evidence that the way in which these children think about general goodness is related to their motivational responses in the face of criticism. Finally, the study provides evidence that at least some children of this age are capable of processing information in the achievement context in active and highly sophisticated ways. At its broadest level, the study suggests that races. Tuskeegee University and 17 other institutions were directly affected by this act. Beginning primarily for training black teachers, these institutions evolved into land-grant colleges and universities providing opportunities to students across the nation and throughout the world. Known as the 1890 colleges and universities, these Southern institutions have developed research capabilities and an extensive extension service. The nine chapters of this book trace the development of the 1890 land grant colleges and universities between 1890 and 1990 and outline the challenges of the future. Appendices include the text of the 1890 Second Morrill Act, home economics-related classes at 1890 Colleges and universities, and profiles of 1890 land-grant institutions. An index is included and the bibliography contains over 250 references. (ALL)

ED 330 504 RC 018 049

Quiroz, Julia Teresa; Tosca, Regina
On My Own: Mexican American Women, Self-Sufficiency, and the Family Support Act.
National Council of La Raza, Washington, D.C.
SPONS. AGENCY - Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE - Dec 90
NOTE - 63p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Community Coordination; Community Programs; Day Care; Discussion Groups; Economic Status; *Employment Problems; *Ethnic Stereotypes; *Federal Programs; Job Training; *Mexican Americans; *Mother Attitudes; *Mothers; Opinions; Transportation; Welfare Recipients
IDENTIFIERS - Focus Groups Approach

The Focus Study, conducted by the National Council of La Raza's Poverty Project, used structured discussions by focus groups to examine Mexican American women's opinions, needs, and attitudes as they relate to the implementation of the 1988 Family Support Act (FSA). FSA's primary objective is to move people off welfare through education, training, and employment. The purpose of the first-year focus groups was to identify subject areas to be explored in the second year. The project staff conducted eight focus groups in four communities: Phoenix, Arizona; Mora, New Mexico; Pharr, Texas; and Kansas City, Missouri. In each community, the Focus Study collaborated with a staff person from a Hispanic community-based organization. Focus group participants were 57 Mexican American mothers under the age of 21. The following findings challenge some common perceptions about young Mexican American women: (1) they believed they could improve their economic status and were actively working to do so; (2) they showed a high level of initiative and resistance to dependence on welfare, whether they used welfare or not; (3) they saw lack of jobs, lack of access to good jobs, lack of high quality child care, and lack of transportation as barriers to economic security; (4) they expressed serious concerns about the quality and safety of center-based child care, and a preference for child care provided by relatives; and (5) they showed resistance to traditional cponcepts of marriage. Community profiles, a participant profile, an overview of the Family Support Act, a first-year discussion guide, and a first-year background questionnaire are appended. (KS)

ED 330 524 RC 018 073

Forest Spirits.
Wisconsin Univ., Green Bay. N. E. Wisconsin In-School
Telecommunications (NEWIST).
SPONS. AGENCY - Office of Education (DHEW), Washington, D.C.
PUB DATE - 76
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Non-print Media (100), Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS - *American Indian Culture; *American Indian Education;
*American Indian History; American Indian Languages; American
Indian Reservations; Cultural Education; Ethnic Stereotypes;
Federal Indian Relationship; Land Settlement; Trust Responsibility
(Government); Videotape Recordings
IDENTIFIERS - *Cultural Maintenance; *Menominee (Tribe); *Oneida
(Tribe); Wisconsin

This document describes a film and videotape series of seven half-hour programs about two Indian tribes of Wisconsin. The first three programs deal with the Oneida tribe and the final four deal with the Menominee. The programs are: (1) "To Keep a Heritage Alive," discussing the educational history of the Oneida people and their current efforts to maintain their culture and language; (2) "The Learning Path," exploring the ways that education can be responsive to Indian needs; (3) "Land is Life," a history of the Oneidas' troubles with land ownership; (4) "Ancestors of Those Yet Unborn," a study of Menominee members' lives, lifestyles, and personal feelings; (5) "Living with Tradition," a glimpse of some of the Menominee people and the traditions they are trying to maintain; (6) "Dreamers with Power-Part 1," a personal offering from a group of Menominee young people, which through the use of music and drama broken by interludes of discussion with problems in reservation life and stereotypes of the tribe; and (7) "Dreamers with Power-Part 2," a continuation of the same production. The document summarizes each film and makes suggestions for pre- and post-telecast discussion topics. (TES)

ED 330 525 RC 018 074

DelForge, Clarence; DelForge, Linda
What Rural Combination Classroom Teachers Say about Teaching
Combination Classrooms.

PUB DATE - 91
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS - Academic Achievement; Elementary Education; Grade 3;
Grade 4; Mail Surveys; *Multigraded Classes; Parent Attitudes;
*Rural Schools; *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS - *North Carolina

A questionnaire surveyed 72 combination classroom (CC) teachers in 28 rural schools of North Carolina to determine their needs. The major conclusions of the study based on teachers' perceptions were: (1) all CC teachers should have an aide and a pay bonus to teach a CC; (2) colleges and school districts have not provided special training on how to teach a CC; (3) the majority of teachers do not prefer to teach CCs; (4) students do as well academically and socially in a CC; (5) younger students do as well

IDENTIFIERS - *Facilitators; *International Aid

The failure of many international development projects is prompting project planners and implementers to reexamine the process of technological transfer between countries. This process involves one culture imposing change upon another in such a way that the recipient culture not only accepts the change but also adopts it as its own and expands upon it. This paper suggests that major factors in the success of international development projects are: (1) agreement on project objectives among the donor agency, national government, and project participants; (2) "ownership" of the project by participants; and (3) willingness of participants to change and flexibility of cultural systems to permit such change. The change agent should become a facilitator of the cross-cultural change process by acting as a bridge between the differing realities of participants and others. A good facilitator can empathize with others intellectually and emotionally, shift between paradigms easily, and perceive interrelationships in new ways. The facilitator can assist small cooperative groups of participants to identify needs and problems, to integrate solutions into the development project, and to achieve good two-way communication with project staff. This paper contains 16 references. (SV)

ED 330 544 RC 018 109

Obermiller, Phillip J.; Maloney, Michael E.
The Current Status and Future Prospects of Urban Appalachians.
Urban Appalachian Council, Cincinnati, Ohio.
PUB DATE - Dec 90
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Cultural Traits; *Educational Attainment; *Employment Patterns; Identification (Psychology); Minority Groups; *Residential Patterns; Rural to Urban Migration; School Community Relationship; *Urban Demography
IDENTIFIERS - *Appalachian People; *Ohio (Cincinnati); Ohio (Hamilton County)

In 1980 and 1989 the Greater Cincinnati Survey identified first- and second-generation urban Appalachians, finding that they comprised 20-25% of the population of Hamilton County (Ohio). As migration from Appalachia has slowed, this group has aged relative to the rest of the population. Compared to blacks and non-Appalachian whites, urban Appalachians were more likely to be married, to report a religious affiliation, and to be unemployed. The family continued to be a strong social unit, with the extended family and other urban Appalachian friends forming the primary social network. Most urban Appalachians lived in working-class neighborhoods, some of them in the suburbs. The high school dropout rate for urban Appalachians decreased from 27% in 1980 to 17% in 1989. The educational attainment of urban Appalachians was higher than that of blacks but lower than that of other whites. Adult education and job training will be important issues in the near future, since urban Appalachians lost socioeconomic ground and slipped into lower-status jobs during the 1980s. The assimilation of urban Appalachians into the dominant urban society is slow, limited by a sense of cultural identity that is maintained through regular visits "home," and by a perception of exclusion from the economic and social mainstream. (SV)

ED 330 545 SE 052 055

Mullis, Ina V. S.; Dossey, John A.; Owen, Eugene H.; Phillips, Gary W.

students had an average proficiency of 272 compared to 261 nationwide. Many fewer students (Idaho-15%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 559 SE 052 069

The State of Mathematics Achievement in Illinois: The Trial State Assessment at Grade Eight.

Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.

PUB DATE - Jun 91

NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing

IDENTIFIERS - *Illinois; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Illinois, 2,683 students in 101 public schools were assessed. This report describes the mathematics proficiency of Illinois eighth-graders, compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Illinois students had an average proficiency of 260 compared to 261 nationwide. Many fewer students (Illinois-12%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 560 SE 052 070

The State of Mathematics Achievement in Indiana: The Trial State Assessment at Grade Eight.

Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY - National Center for Education Statistics (ED), teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, North Carolina students had an average proficiency of 250 compared to 261 nationwide. Many fewer students (North Carolina-7%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 574 SE 052 084

The State of Mathematics Achievement in North Dakota: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *North Dakota; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In North Dakota, 2,485 students in 106 public schools were assessed. This report describes the mathematics proficiency of North Dakota eighth-graders, compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, North Dakota students had an average proficiency of 281 compared to 261 nationwide. Many fewer students (North Dakota-24%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 575 SE 052 085

The State of Mathematics Achievement in Ohio: The Trial State Assessment at Grade Eight.

The growing movement for teaching about religion in the public schools, as distinguished from religious instruction or devotional exercises, reflects widespread concern regarding the phenomenon of religious illiteracy and the lack of knowledge or understanding of the significant role played by religion in U.S. life, past and present, and in world history generally. Such teaching, recognized as constitutional and in accord with separation of church and state, acknowledges the formative influence of religions in culture. A principal concern of those who would implement such programs is how to deal fairly with the religious and cultural diversity of U.S. life without fostering indifference to questions of truth and related values. Some who oppose teaching about religions believe its effect might be to further relativism. One approach distinguishes pluralism from relativism by defining the first as a way of living with authentic differences that can coexist in the body politic when it is informed by freedom of conscience, religious liberty, and traditions of civility. Teaching about religions, as distinguished from values education, civil religion, and similar movements, is intended to be disinterested, comprehensive, and sensitive to the complexities of faith, careful to avoid even the appearance of advocacy in belief or practice. Defining religion for teaching programs presents another difficulty, requiring that students discriminate between narrow and broad categories and that teachers avoid both religious and secularist bias. A descriptive approach can help students perceive the relationship between religion and culture by examining world faiths. The report lists proposed general goals for such programs, typical problems that hinder their implementation, and guidelines for attaining them. Finally, specific curricular materials and programs are cited as exemplary models for emulation and further development. (DB)

ED 330 590 SO 021 009

The Williamsburg Charter Survey on Religion and Public Life.
Williamsburg Charter Foundation, Washington, DC.
PUB DATE - 3 Feb 88
NOTE - 57p.; For a related document, see SO 021 010.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Constitutional Law; *Political Attitudes; *Public Opinion; *Religion; *Religion Studies; Religious Differences; *Religious Factors; Social Attitudes; Social Influences; Social Science Research; Social Studies; State Church Separation
IDENTIFIERS - *Williamsburg Charter

Findings from a survey designed to gauge how U.S. citizens view the place of religion in public life are discussed. A total of 1,889 adults were interviewed at random by telephone for the cross-sectional sample. Additional interviews were conducted with more than 300 teenagers and with 7 leadership groups representing business, higher education, government, the media, and the clergy (Protestant, Catholic, Jewish). Results show that contrary to widespread belief and charges in recent public disputes, people are not becoming less tolerant. However, there is a notable ambivalence in the general public between theory and practice on church-state issues and citizens still draw a clear line on their toleration of atheism and alternative lifestyles in political leaders. Seven main areas of findings discussed are: (1) presidential candidates; (2) religious activism in public life; (3) church and state; (4) the limits of tolerance; (5) toward polarization; (6) the next generation; and (7) knowledge of the Constitution. An explanation of the survey methodology, an interpretive summary, an afterword, and five charts also are

(141)
DESCRIPTORS - Art; *European History; Foreign Countries; Foreign Culture; *Intellectual History; Philosophy; World History
IDENTIFIERS - France; *French Revolution; *German History; Germany

Revolution did not spread to Germany from France at the end of the 18th century, yet the German and other European states were forced to come to terms with the principles of the French Revolution such as political and legal freedoms and national unity. Germany was affected by the French Revolution particularly by the reactions of German intellectuals of the time, including Goethe, Kant, and Hegel. The writings of Germans who traveled in France during the Revolution; the effect the Revolution had on political discourse and philosophical ideas; and the great German classicism and romanticism works of art are discussed. Over 30 photographs appear in this volume, and a selected 10-item bibliography of German resources also is included. (DB)

ED 330 613 SO 030 272

Cultural Life in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany).
PUB DATE - 89
NOTE - 197p.; Photographs may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Architecture; Art Products; Cultural Exchange; *Cultural Traits; Design; Films; Fine Arts; Foreign Countries; *Foreign Culture; Handicrafts; Literature; Museums; Music; Television; Theater Arts
IDENTIFIERS - Festivals; *German Culture; *West Germany

By the nature of the subject, it is impossible to do justice to th cultural developments of more than 40 years in a brief survey. The aim of this document is to explore the diverse cultural life of West Germany complete with photographs of past and present artists, art products, and other aspects of German culture. The subject areas treated are: literature, fine arts, museums and exhibitions, theater, music, arts and crafts, architecture and the preservation of historical monuments, design, film and television, customs and festivals, and exchange and encounter. An appendix contains a list of supplementary addresses and an index of names. (DB)

ED 330 614 SO 030 273

Fohrbeck, Karla; Wiesand, Andreas Johannes
Private Cultural Promotion in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany).
PUB DATE - 89
NOTE - 111p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Art; Art Activities; *Cultural Activities; Cultural Influences; Cultural Opportunities; Foreign Countries; *Foreign Culture; Private Sector; Public Policy
IDENTIFIERS - Cultural Arts; Cultural Resources; German Culture; *Patrons; *West Germany

Private cultural promotion has become a major topic of interest in cultural policy in recent years. Ranging from personal patronage, to salons, to lifestyle promotion, this document is concerned with presenting the great variety of possible fields of activity in

IDENTIFIERS - *North Atlantic Treaty Organization; *West Germany

When analyzing the degree to which a balanced presentation of NATO is achieved in West German history and civics textbooks, two standards may be used: first, inclusion of information on NATO's formation, aims, strategies and achievements; and, second, inclusion of the criticisms that have been leveled at NATO from various points of view. This paper undertakes an analysis of West German history and civics textbooks based on these standards, the first of which is said to deal with "factual" themes and the second, with "controversial" themes. A number of categories among these themes are outlined. Four different approaches are found in textbooks covering NATO: legitimizing, legitimizing/controversial, controversial, and controversial/critical. "Legitimizing" refers to the type of presentation that limits itself to factual information concerning NATO and in which very little criticism of NATO is mentioned. "Legitimizing/controversial" refers to a combined approach, which, although it presents a few criticisms, still manages to include less than half of the controversial themes. "Controversial" represents the method of presentation that deals with at least half the controversial themes. "Controversial/critical" refers to a combined approach that treats controversial themes, revealing at the same time support for a change or improvement in NATO strategy. Controversial themes are found to be treated more extensively in civics textbooks than history texts. (DB)

ED 330 637 SO 030 461

Fritzsche, K. Peter
Prejudice and Underlying Assumptions.
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE - 20 Aug 90
NOTE - 16p.; Paper presented at the Educational Research Workshop on History and Social Studies (Braunschweig, West Germany, September 11-14, 1990). Some pages contain light, broken type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Content Analysis; Controversial Issues (Course Content); Elementary Secondary Education; Ethnic Groups; Foreign Countries; Minority Groups; Multicultural Education; *Racial Attitudes; *Racial Bias; *Social Studies; *Textbook Bias; *Textbook Content; *Textbook Research
IDENTIFIERS - *Europe; West Germany

In recent years European textbook research has begun to examine the topics of ethnic minorities, multiculturalism, hostility to foreigners, and racism. Its task is not only to ask whether textbooks should present such topics but also how they should be presented. In addressing the issues, an important question to answer is whether the textbooks themselves--either consciously or unconsciously--inaccurately represent ethic groups and promote prejudices, stereotypes, or racist ideas. This paper suggests 10 categories to be used in making an analysis of textbook content and to identify the degree to which bias or prejudice is represented and promoted. The 10 categories are: (1) individual consideration of ethnic minorities; (2) reasons for migration; (3) information about their home country; (4) problems and disadvantages facing them in their new homeland; (5) results of and criticism of hostility to foreigners; (6) causes of hostility to foreigners or racial prejudice; (7) historical dimensions of the problem; (8) views of the minorities and social perspective taking; (9) assessment of a multi-cultural society; and (10) strategies for preventing and breaking down hostility towards

PUB DATE - Feb 89
NOTE - 108p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Advocacy; *Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Federal Legislation; Financial Support; *Mental Health Programs; *Minority Groups; Policy Formation; Program Development; Research Needs; Severe Disabilities; Special Education; Training
IDENTIFIERS - Education of the Handicapped Act Amendments 1986

This discussion of special education and mental health services for minority severely emotionally disturbed children identifies several issues in service delivery and impediments to service delivery. The identified issues are divided into the following categories: program development, the coordination of services, and service delivery systems; funding; research; education and training; and policy development and advocacy. Each of these issue areas is described, and strategies are proposed. The report also contains several appendixes: (1) a paper by Mareasa Isaacs titled "An Overview of the Provision of Mental Health Services to Severely Emotionally Disturbed Children and Their Families"; (2) selected federal legislation and case law related to the education of minority children who are severely emotionally disturbed; (3) a description of the federal early intervention program under Public Law 99-457; (4) an analysis and overview of Public Law 99-457 by Barbara J. Smith; (5) the text of the Education of the Handicapped Act; and (6) an 18-item bibliography. (JDD)

ED 330 169 EC 300 141

Williams, Sarah
Using Medicaid To Increase Funding for Home- and Community-Based Mental Health Services for Children and Youth with Severe Emotional Disturbances. A Report on a CASSP Workshop (Bethesda, Maryland, September 14-15, 1988).
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.; Prudential Insurance Co. of America, Newark, N.J.
PUB DATE - Dec 88
NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Children; Community Programs; *Delivery Systems; *Emotional Disturbances; *Federal Aid; Home Programs; *Mental Health Programs; Program Development; Psychiatric Services; Psychological Services; Severe Disabilities; State Programs; Youth
IDENTIFIERS - *Medicaid

This report highlights the major issues discussed during a 2-day workshop on Medicaid funding for community-based mental health services for children and youth with severe emotional disturbances. The report opens with a brief description of the service needs of children and youth with severe emotional

ED 330 187 EC 300 159

McKinney, Rhonda C.
Development of an Articulation Program for the Elementary School Emotionally Handicapped Program. Final Report.

PUB DATE - Jun 89
NOTE - 154p.; Educational Specialist Report, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - Behavior Modification; Behavior Problems; Classroom Environment; *Classroom Techniques; Developmental Stages; Elementary Education; *Emotional Disturbances; Intervention; Program Development; Student Attitudes; Teamwork; *Time on Task
IDENTIFIERS - *Behavior Management

A 10-week program was developed to provide structure, consistency, and organization in the classrooms of 30 elementary-age emotionally handicapped (EH) students. The program sought to assist the students with staying on task, becoming structured, and reducing inappropriate behavior. The program contained two basic components (a behavioral management system and a task development program) that were consistently applied by three classroom teachers. The behavior management component utilized the "Levels System," in which students progress through four levels based on individual targeted behavioral needs and students are awarded certain privileges based on their level. Orientation workshops were held for the principal, assistant principal, counselor, EH teachers, EH teacher aides, bus drivers, students, and other personnel. The intervention reduced the occurrence of off-task inappropriate behavior to 30% of the time in target group members. Student attitudes concerning themselves and the EH program improved. Appendices include survey forms, various evaluation forms, administrative forms, and information about the Levels System. (10 references) (JDD)

ED 330 188 EC 300 160

Brodin, Jane; Bjorck-Akesson, Eva
Interaction Research in Sweden. Handicap Research Group, Report No. 7.
University Coll. of Jonkoping (Sweden).
PUB DATE - 90
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Blindness; *Communication (Thought Transfer); Deafness; *Disabilities; Elementary Secondary Education; Foreign Countries; Hearing Impairments; Interaction; Interdisciplinary Approach; *Interpersonal Communication; Mental Retardation; Models; Physical Disabilities; Preschool Education; Visual Impairments
IDENTIFIERS - *Sweden

This examination of Swedish research in the area of communicative interaction is designed to establish a common base for analyzing communication through the use of video recordings. The review describes research from five perspectives: normally developing children, blind children and children with visual impairment, hearing-impaired and deaf children, mentally retarded children, and children with physical handicaps. Definitions of communication are presented from the perspectives of selected researchers in different disciplines such as linguistics, psychology, and education. Communication is perceived as an interaction between (imperative, interrogative, or expressive). The relationship of each speech act with other speech acts is examined, and the need to teach students appropriate responses is discussed. Use of different registers to issue the same invitation is briefly addressed. Useful classroom exercises for practicing invitations are suggested. The lists of invitations identified in the instructional materials are appended. (MSE)

ED 330 209 FL 019 110

Dauterman, Philip
Spelling Reform--An Old Idea Revisited.

PUB DATE - 5 Mar 91
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Change Strategies; Diachronic Linguistics; Elementary Secondary Education; *English; *Illiteracy; *Language Patterns; *Language Planning; Linguistic Borrowing; Phoneme Grapheme Correspondence; *Spelling

One cause for illiteracy that is often overlooked is the difficulty of learning the English orthographic system, which is less consistent than that of many other languages. Several historical and linguistic factors have contributed to this inconsistency, including: the "freezing" of the rapidly changing spelling system in the early years of printing; the large number of borrowed words; and misguided scholarship in medieval times. Periodic attempts to reform English spelling have met with derision and little success. Benjamin Franklin and Noah Webster in the 18th century and the American Philological Society, Spelling Reform Association, and Simplified Spelling Board in the 19th and early 20th centuries have made only slight progress in simplifying English spelling. Arguments against spelling reform include the proposals that an isomorphic spelling system cannot handle all the phonemic variations arising between dialects, that many homophones would not longer be differentiated in print, and that isomorphic orthography would obscure the semantic connection between related words. However, each of these has a counterargument. The perennial issue facing reformers is how far to take reform. A feasible reform plan would have to meet the criteria of economy, least disruption, and acceptance. It may be time to undertake this change. (MSE)

ED 330 210 FL 019 111

Ares, Henry P.
French as a Second Language--Elementary Programs in Louisiana, Quebec, and New Brunswick.
Fitchburg State Coll., Mass.
PUB DATE - 28 Jan 91
NOTE - 89p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Bilingual Education Programs; Case Studies; Economic Impact; Educational Objectives; Educational Philosophy; Elementary Education; *FLES; Foreign Countries; *French; Immersion Programs; Language Role; *Multicultural Education; *Program Design; Program Length; *Second Language Programs; State Surveys
IDENTIFIERS - *Canada; Council for the Development of French in Louisiana; *Louisiana; New Brunswick; Quebec

A study investigated the elementary school programs in French as a community-based and/or volunteer-based literacy programs, and 6 special population programs. Program data are presented in two groups: those of 24 community-based organizations (CBOs) and those of 10 non-CBO respondents. Because not all respondents answered each question, a list of organizations responding is presented with each question. Information presented includes the following: organization name; years founded; fiscal year dates; sponsoring agency and services provided; service area (rural or urban); teacher/tutor demographics and training; role of program coordinators; student characteristics; instructional methods used; instructional strategies and curricula used; funding sources; instructional sites and hours of operation; and areas currently of greatest need. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 330 230 FL 800 316

Baird, Barbara J.
Project REFOCUS: A Partnership To Respond to Welfare Reform. Model for Implementing the REFOCUS Employment Program.
El Paso Community Coll., Tex.
SPONS. AGENCY - Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE - 91
NOTE - 167p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Education; *Employment Programs; English (Second Language); *Labor Force Development; *Literacy Education; Models; Program Descriptions; Program Implementation; State Programs; *Welfare Services
IDENTIFIERS - Project REFOCUS TX; *Texas

In anticipation of federal welfare reform, the Texas Department of Human Services developed and implemented the REFOCUS program, designed to enhance the economic self-sufficiency of English-as-a-Second-Language recipients of Aid to Families with Dependent Children (AFDC) through better use of existing education, job training, employment, and social services. To assist with interagency collaboration, the Texas Higher Education Coordinating Board funded a project at the El Paso Community College to develop a model AFDC client orientation program for statewide replication. Development and implementation of this model are described here. The first chapter discusses the organizational and operational components of the project, including the education broker concept, the advisory committee and its recommendations, the three-step model, interagency partnerships, agency visits, site selection, class size, recruitment strategies, staffing, and a summary report on the first class. The second chapter outlines the curriculum theory and design used in development of the course, including the rationale, instructional goals, teaching strategies and suggestions, teacher effectiveness, and staff training. Chapter 3 describes the program's evaluation procedures and summarizes results. The fourth chapter contains the curriculum for days 1-12 and suggests resources for materials. Appended materials consist of forms used in the program. A 21-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 330 231 FL 800 322

Bhola, H. S.
World Trends and Issues in Adult Literacy: Interregional and

technologies in California higher education, including their coordination, financing, quality control, and incentives. The report begins with an examination of the potential that new technology has for revitalizing educational practices and alleviating some of education's persistent problems. Early sections describe current applications and list goals for the immediate future. Next, the report discusses the need to articulate a vision of the future and identify the obstacles to achieving that vision. Finally, the report explains the need for a range of agencies and organizations to cooperate in making possible an equitable distribution of the educational benefits of the new technologies. Fourteen recommendations are included, among them: (1) that there should be a mechanism for intersegmental coordination and planning of informational technology; (2) that schools and campuses should be provided with additional resources for giving teachers technological training; (3) that the Governor and/or Legislature should establish a forum through which the State government, the educational community, and members of business and industry could jointly encourage the use of technology at all levels of education; and (4) that the Legislature and the educational institutions should expand the use of distance education technologies to ensure that no student anywhere in the State is denied access to high quality instruction in a full range of subject areas. The appendix contains brief descriptions of those technologies (computers and telecommunications) currently being applied to educational uses. Contains 15 references. (GLR)

ED 330 250 HE 024 326

Survey of Space and Utilization Standards and Guidelines in the Fifty States. Report 90-4.
MGT Consultants, Inc., Sacramento, CA.
SPONS. AGENCY - California State Postsecondary Education Commission, Sacramento.
PUB DATE - Jan 90
NOTE - 110p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Classrooms; *College Buildings; Community Colleges; Comparative Analysis; Data Collection; *Facility Guidelines; Facility Inventory; *Facility Planning; Higher Education; Laboratories; National Surveys; Offices (Facilities); *School Space; *Space Utilization; State Colleges; State Universities; Two Year Colleges
IDENTIFIERS - California State Postsecondary Education Comm

A telephone survey of all 50 states and site visits to 18 states and one Canadian province were conducted in order to provide data for a comparison of California's space and utilization standards to those of other states. The scope of the study was limited to a review of the standards or guidelines for the following space categories: classrooms; teaching laboratories; research laboratories; and academic offices. The report presents both "raw" and normalized comparisons of the standards/guidelines used in the selected states. Among findings were that only half the states use formal space standards or guidelines in the planning and budgeting for higher education facilities and that most states have patterned their space formulas and standards after the original work done in California in the 1950s and 1960s. An appendix describes adjustments for differences in enrollment counting periods and adjustments for differences in time of day enrollment. Numerous exhibits supplement the text. (GLR)

ED 330 270 HE 024 357

Due Process in Intercollegiate Athletic Association Policies and Procedures. Report and Recommendations. Report 5.
Florida State Postsecondary Education Planning Commission, Tallahassee.
PUB DATE - 20 Mar 91
NOTE - 100p.; Prepared in response to Section 18 of Chapter 90-365, Laws of Florida. Microreduced portions of appendixes present legibility problems.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *College Athletics; Compliance (Legal); *Due Process; *Fines (Penalties); Grievance Procedures; Higher Education; Intercollegiate Cooperation; Legal Problems; Planning Commissions; State Legislation; State Universities
IDENTIFIERS - Florida; Florida State Postsecondary Education Commission; *National Collegiate Athletic Association

The study reviewed the legal relationship between the National Collegiate Athletic Association (NCAA) and its member institutions and the national reform movement in intercollegiate athletics, and proposed legislation that would mandate due process guarantees in all association proceedings with its member institutions. Legal research confirmed that the courts have failed to formulate a precise definition of due process of law. Accordingly, the Florida State Postsecondary Educational Planning Commission, which was charged with conducting the study, focused on issues of fairness. The Commission identified policies and procedures in areas of the NCAA's enforcement process that have resulted in actual or perceived arbitrary practices in the association's interaction with member institutions. The central issue of the study was whether a law should be enacted by the Florida Legislature that would mandate due process guarantees for all NCAA proceedings with Florida's public universities. The Commission did not recommend such legislation, although it did find the enforcement process to be unfair, inconsistent, and arbitrary. The Commission endorsed two recommendations: (1) the Florida Legislature should adopt a resolution that calls for the NCAA to implement substantive reforms to its enforcement program; and (2) following the 1992 NCAA Annual Convention, the Florida Legislature, the Planning Commission, and the Board of Regents should evaluate the association's enforcement program to determine if it provides fair and consistent standards of operation for the state's member institutions. Five appendices making up about half the document include the NCAA statement and responses to commission questions; a list of 32 institutions under NCAA sanctions; a transcript of the NCAA procedures act; a report on the role of faculty in the governance of college athletics; and highlights of legislation adopted at the 1991 NCAA convention. A 24-item bibliography is also included. (GLR)

ED 330 271 HE 024 358

Wolf, Harold H.
Reflections on Academic Excellence, Leadership and Sows' Ears.

PUB DATE - 1 May 90
NOTE - 23p.; Speech delivered at the Annual Frederick William Reynolds Lecture (51st, Salt Lake City, UT, May 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141),

PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Historical Materials (060)
DESCRIPTORS - *Adult Education; Colleges; Community Education; *Continuing Education; Courses; Educational History; Educational Opportunities; Educational Planning; *Extension Education; Higher Education; Institutional Research; Lifelong Learning; *Off Campus Facilities; Outreach Programs; Universities
IDENTIFIERS - University of Wyoming

An historical analysis of the University of Wyoming's infancy years of university extension revealed that the institution established its extension program in 1891, approximately 4 years after the establishment of the university, and was among the pioneers in developing such programs in the United States. Historical evidence has also indicated that the university took a situation approach in its philosophy regarding the education of adults, providing courses to fit their specific needs, and allowing them freedom of choice in what they wanted to learn. In addition, the university considered the varied responsibilities of the adult learners in arranging times and places of instruction. Local extension centers were also organized in several towns. Unit course lectures, consisting of six lectures on a given subject, were offered with the traveling expenses of lecturers as the only costs involved to the adult learners. It is concluded that although the concept of lifelong learning was not used, the concept of continuing education was a reality in the planning procedures of the university. Researchers are encouraged to explore the history of extension at other universities in order to provide a comprehensive picture of the role played by American universities in providing off-campus educational opportunities during their earlier years. (LPT)

ED 330 290 HE 024 378

Cooper, Stephen, Ed.; And Others
Financial Aid for Study Abroad: A Manual for Advisers and Administrators.
Council on International Educational Exchange, New York, N.Y.; Institute of International Education, New York, N.Y.; National Association for Foreign Student Affairs, Washington, D.C.
PUB DATE - 89
NOTE - 118p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Academic Advising; *Access to Information; Administrator Guides; *Compliance (Legal); *Federal Aid; Federal Legislation; Higher Education; Program Administration; *Student Financial Aid; Student Financial Aid Officers; *Study Abroad; *Undergraduate Study
IDENTIFIERS - *Higher Education Act Title IV

This manual addresses federal sources of aid for undergraduate students seeking to study overseas with emphasis on the requirements and administrative aspects of programs funded under Title IV of the Higher Education Act of 1965. These issues are addressed in five chapters: (1) "Governmental Financial Aid: Kinds, Sources, and Regulations" (a general overview of financial aid requirements and procedures); (2) "Applying Governmental Aid to Overseas Programs" (administrative mechanisms and procedures); (3) "Establishing and Maintaining a Campus Delivery System" (how study abroad advisers and administrators can influence their

identifying further training needs. To this end, a program written in HyperCard for the Macintosh computer was developed to test the computer skills of 180 school leavers and 190 industrial labor workers. The 25-minute task tested skills of using a mouse, keyboarding, and ordering parts for a Lego construction. Results of the test indicate that the students performed better than the industry employees, and that males performed better than females. These results are attributed to the greater familiarity of males with computers, particularly in school, where the differences in scores were particularly significant. Several conclusions may be drawn from the test, including those concerning gender differences, predicting computer aptitude, and providing technical education. (5 references) (Author/DB)

ED 330 309 IR 014 924

Richardson, Edwin W.
Media Services: Program Evaluation.
Des Moines Public Schools, Iowa. Media Services.
PUB DATE - 3 Jan 91
NOTE - 88p.; Some pages of appendixes may not reproduce well due to small, faint type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Audiovisual Aids; Budgeting; *Educational Media; Elementary Secondary Education; Instructional Materials; *Learning Resources Centers; Library Material Selection; *Library Services; Media Specialists; *Program Evaluation; *School Districts; Teacher Developed Materials
IDENTIFIERS - Des Moines Public Schools IA

The program for school media services in the Des Moines Independent Community School District is a combination of individual building media center programs and the district support services for these PK-12 programs, and its purpose is to ensure that students and staff have access to and are effective users of information. The district or central media services center supplements the building centers as well as providing services for teachers and administrators on a district wide basis. This report includes: (1) a context evaluation which covers the history of media services, policies, standards, current services involving audiovisual aids and other educational equipment, COLLAGE (teacher made materials), and program needs and goals; (2) an input evaluation of the central office and building budgets; (3) a process evaluation including goals and objectives for 1990-1991, job descriptions for the director and managers, inservice and professional development, and program management; (4) a product evaluation of library services and instructional materials, educational media repair service, production and graphics, building media centers, outcomes, and adherence to standards; and (5) a brief statement of future plans. The 11 appendices, which constitute almost half of the report, include excerpts from various local and state policy and procedure manuals as well as the table of contents and preface of "Information Power." Also included are a COLLAGE survey form for 1990 and a check in/out form. (DB)

ED 330 310 IR 014 925

Yoder, Sharon Burrowes
Introduction to Programming Using Terrapin Logo for the Macintosh.
International Society for Technology in Education, Eugene, OR.
PUB DATE - 91
NOTE - 213p.

included, as well as a checklist for an assessment of system requirements. Attached materials include a collection of eight brief articles for supplementary reading, a sample outline for a library media long range plan, and an evaluation form for a local level workshop. (29 references) (DB)

ED 330 330 IR 014 949

Aiken, Eula
Moving into the Age of Computer-Supported Education: A Regional Experience in Nursing Education.
Southern Regional Education Board, Atlanta, Ga.
SPONS. AGENCY - Department of Health and Human Services, Washington, D.C. Div. of Nursing.
PUB DATE - Apr 88
NOTE - 39p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Computer Assisted Instruction; Computer Networks; Computer Software Selection; Higher Education; *Nursing Education; *Professional Continuing Education; Surveys; *Teacher Workshops; Worksheets

This report describes a 3-year project funded by a grant from the Division of Nursing, Health Resources and Services Administration to provide continuing education in computer technology for nursing faculty in college-based nursing programs in the 15 Southern Regional Education Board (SREB) states. The report begins with an overview of computer technology in nursing education, noting that there has been a significant increase in computer use in college-based nursing programs from 1983 to 1987. The relative advantages of computer use for instruction and in communication networks are discussed, and guidelines and tips for deciding whether to use computers are provided. Software selection and development are also addressed, and a form for software evaluation is included. The importance of faculty commitment is also discussed. The activities of the project are then summarized, including descriptions of the basic workshops, conferences, and seminars; their settings; the participants and their plans for implementation; and participants' progress reports. Examples of statements included on plans and responses from progress reports are included. Eight appendixes provide the results of surveys of computer use by nurse administrative heads and software holdings in the SREB states; two versions of a master plan for the basic workshops; a model for the systematic implementation of computer supported nursing education; a questionnaire designed to obtain information on basic workshop participants; and forms for developing a plan to enhance computer supported education and a 6-month's progress report. (DB)

ED 330 331 IR 014 950

Instructional Software BSAP Correlations for Language Arts, Mathematics and Science, Grades 1-8.
South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE - May 90
NOTE - 113p.; For the 1988 edition, see ED 306 941.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from

Library Administration; Library Automation; Library Collection Development; Library Facilities; Library Instruction; Library Materials; *Library Personnel; *Library Services; *Library Standards; School Libraries
IDENTIFIERS - *South Dakota

This resource guide is designed to assist local schools in South Dakota to evaluate and improve their library media programs. The information provided is non-regulatory in nature (with the exception of information from the "Administrative Rules of South Dakota"), and represents a foundation for building a quality library media program. The guide is divided into nine sections: (1) South Dakota guidelines (administrative rules related to school and state libraries, recommendations of the Library Rules Taskforce); (2) library media center policies and procedures (collection development policy, mission statement, goals and objectives, sample "services" plan, weeding policy, copyright guidelines and sample policy, outline of manual of procedures); (3) personnel (school library media specialist, technician, aide, student assistants, evaluation instrument); (4) budget (average prices for library media materials, budget recommendations from national, regional, and state associations); (5) facilities; (6) services (outline of library media services, curriculum development, the library and the exceptional child, teacher assistance teams, public relations, community resource file, school and public library cooperation, evaluation of library media services, bibliography of selection tools, inventory of materials, weeding and disposal of materials); (7) microcomputers in library management (reasons to automate, types of generic software, preparing for automation, questions and answers about the South Dakota Library Network, a glossary of computer terms, resources); (8) professional resources (librarian's professional library, library media professional associations, continuing education opportunities, teacher's resource center); and (9) appendix (services of South Dakota State Library, taxonomies of library involvement in curriculum, personal development for library media specialists, checklist for library media programs, additional sample collection development policy, evaluation checklist for audiovisual equipment, evaluation form for audiovisual software and microcomputer software, basic reference collection glossary). (MAB)

ED 330 350   IR 053 513

Wood, Richard J.
Stress among Academic Librarians and Library Directors.

PUB DATE - 89
NOTE - 26p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)
DESCRIPTORS - *Academic Libraries; Burnout; *Health; Higher Education; *Labor Conditions; *Librarians; Library Automation; Library Surveys; Organizational Climate; Psychological Patterns; *Stress Variables; *Work Environment
IDENTIFIERS - Southeastern Library Network

Pertinent general and library specific stress studies are reviewed to demonstrate the importance and benefits of keeping job stress within healthy (normal) levels in libraries. Studies are cited to show the potentially adverse impact of stress on individuals and organizations, generally, and librarians and libraries, specifically. The results of a study based on Hallberg's "Stress Survey" that was sent to academic librarians in the Southeastern programs; training for library personnel in the language and cultural values of the immigrant communities in order to enhance services to bilingual groups; production of foreign-language/English directories, brochures, and pamphlets; and building bibliographic databases. Concluding the report is a table identifying federal, state, and local expenditures, by state or outlying area, for library services for individuals of limited English proficiency. The table also indicates the number of people served for each state. It is noted that 24 of the 34 programs were for Spanish-speaking individuals. (MAB)

ED 330 369 IR 053 538

Kaske, Neal K.
Library Programs. College Library Technology and Cooperation Grants Program. HEA Title II-D. Abstracts and Analysis of Funded Projects 1989.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 80p.; For the 1988 report, see ED 311 931.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Academic Libraries; Categorical Aid; *Computer Networks; *Federal Aid; *Grants; Higher Education; *Library Automation; Library Expenditures; Public Libraries; *Shared Library Resources; Technological Advancement
IDENTIFIERS - *Higher Education Act Title II D

Technological advancement in academic library resources sharing, networking, and information transfer have developed dramatically in the past decade, with institutions (including nonacademic libraries) finding themselves hard pressed to acquire the resources necessary to institute or otherwise improve their networking capabilities. Further, these new developments have posed new problems that need to be researched in depth and new alternatives that need to be tested. To assist in meeting these needs, Congress enacted the College Library Technology and Cooperation Grants Program under the Higher Education Amendments of 1986, authorizing the Secretary of Education to make four types of grants: (1) Networking Grants for institutions of higher education demonstrating a need for special assistance to participate in library networking for resource sharing; (2) Combination Grants for institutions of higher education in need of special assistance for joint use of libraries; (3) Services to Institutions Grants to assist nonacademic libraries in providing additional services to academia; and (4) Research and Demonstration Grants supporting projects that meet national or regional library needs in the utilization of technology. In addition, Continuation Grants were also awarded to those projects which first won awards in 1988 and were recommended for continuation in 1989. This collection of abstracts provides information on each of the 62 projects funded in 1989, including the name of the institution, the project director, the grant period, funding for fiscal year 1989, the grant number, and a brief descritpion. Seven tables present: the state distribution of awards; a summary of the funding; grant requests, awards, and matching funds, by type of grant; descriptive information on institutions awarded grants; distribution of applications; distribution of awards; and the percentage of awards and funds. An appendix describes the formal grant application process. (MAB)

ED 330 370 IR 053 544

PUB DATE - 91
NOTE - 37p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Associate Degrees; Basic Skills; Committees; Community Colleges; *Curriculum Development; *Daily Living Skills; *General Education; *Interpersonal Competence; Models; *Skill Development; *Student Development; Two Year Colleges; Two Year College Students; Vocational Education

As part of an effort to reinforce the general education competencies of students in its Associate in Applied Science degree programs, Waukesha County Technical College (WCTC) conducted two needs assessment surveys to develop a list of critical life skills for integration into existing curricula. Each of the identified skills can be developed in 2 years, has measurable outcomes, and is necessary for success in occupational and personal life. A group of general education faculty analyzed the 23 life skills that emerged from the surveys and developed a one-page "clarification" for each skill. The clarifications defined the competency, described the curricular process for developing the skill, and listed the necessary knowledge and attitudes accompanying the skill. Once the skills were identified, special faculty committees began developing curricular strategies for teaching the skills in existing general education courses and for supporting and reinforcing the skills in occupational courses. Following an introduction describing the project's background and methodology, the 23 one-page clarifications are presented for the following critical life skills: career exploration; career selection; career securing; standard written English; oral communication; interpersonal/small group communication; public speaking; reading; information seeking; learning strategies; mathematics; conflict resolution; problem solving; family and social relations; time management; professional and personal ethics; teamwork; valuing diversity; stress management; critical thinking; self-concept; coping with change; and science and technology. (JMC)

ED 330 387 JC 910 170

Comments on the California Community Colleges' 1989 Study of Students with Learning Disabilities.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Apr 90
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Age; Ancillary School Services; Bias; Community Colleges; Comparative Analysis; *Delivery Systems; Educational Legislation; *Eligibility; Ethnic Bias; Ethnic Groups; Evaluation; *Learning Disabilities; Models; Referral; *Self Evaluation (Groups); Sex Bias; State Surveys; *Student Characteristics; Student Development; Two Year Colleges; *Two Year College Students
IDENTIFIERS - *California Community Colleges

Under legislative mandate, the Chancellor's Office of the California Community Colleges (CCC) was directed to report to the California Postsecondary Education Commission (CPEC) on the number, ethnicity, gender, disability, and age of individuals receiving services as learning disabled (LD) students during each academic year from 1987-88 through 1990-91. CPEC, in turn, was directed to review and comment on these data, and make appropriate recommendations to the state legislature. The purpose of this

DESCRIPTORS - Budgets; Community Colleges; Comparative Analysis; Educational Finance; Enrollment; *Expenditure per Student; *Expenditures; Financial Support; *Instructional Student Costs; National Norms; National Surveys; *Public Colleges; Questionnaires; School Personnel; School Statistics; *State Norms; Statistical Analysis; Teacher Student Ratio; Trend Analysis; Tuition; *Two Year Colleges; Worksheets

Comparative financial information, derived from two national surveys of 531 public community and junior colleges, is presented in this report for fiscal year 1989-90. Chapter 1 provides guidance on using the report to compare institutional statistics with national and peer group norms, and discusses limitations of the data. Chapter 2 summarizes findings in the areas of expenditures, revenues, service area, and staffing. Chapters 3 and 4 present data on the medians and quartiles for the full sample of 531 colleges, offering information on expenditures by major and detailed categories, computer-related expenditures, revenues, course enrollment distributions, salaries, and student/staff ratios. These chapters also include worksheets to facilitate comparative analyses. Chapter 5 contains medians and quartiles for five college peer groups classified by enrollment size and vocational/technical designation. Report findings include the following: (1) between fiscal year (FY) 1989 and FY90, per-student appropriations decreased by 1.5%, from $2,863 to $2,821; (2) academic expenditures increased by 1%, from $2,480 in FY89 to $2,504 in FY90, while administrative expenditures dropped by almost 3%; (3) the median college spent $5,129 per credit full-time equivalent student in FY90, an increase of 103% from the previous year; (4) for FY90, academic expenditures accounted for approximately 60% of the colleges' budgets; and (5) in FY90, student services accounted for 9% of expenditures at the median college, while less than 2% of resources were dedicated to scholarships. A description of the study methodology, sample surveys, and a list of participating colleges and the peer group composition, are appended. (JMC)

ED 330 404 JC 910 192

Toward Human Resource Development: Position Statement on the Reauthorization of the Higher Education Act.
American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.
PUB DATE - 91
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - College Role; Community Colleges; *Economic Development; Educational Change; *Educational Development; *Educational Legislation; Educational Planning; Endowment Funds; Futures (of Society); Government Role; *Grants; Higher Education; *Human Capital; *Labor Force Development; Minority Groups; Minority Group Teachers; Role of Education; Student Financial Aid; Two Year Colleges

A national strategy for human resource development is urgently needed to meet the challenges posed by demographic changes, global competition, accelerating technological change, low levels of adult literacy, and outmoded educational practices and standards. While the reauthorization of the Higher Education Act could serve as the cornerstone of such a strategy, the Act lacks a unifying theme or focus. The Act is a collection of special-interest programs that largely take the national interest for granted. This position statement of the American Association of Community and Junior Colleges and the Association of Community College Trustees

"Organizing a WAC Evaluation Project: Implications for Program Planning," by Gail Hughes-Wiener and Susan K. Jensen-Cekalla; (11) "Adapting Language Across the Curriculum to Diverse Linguistic Populations," by Linda Hirsch, Joanne Nadal, and Linda Shohet; (12) "Literacy and Learning: Integrated Skills Reinforcement," by JoAnn Romeo Anderson, Nora Eisenberg, and Harvey S. Wiener; (13) "The Writing Consultancy Project," by Christine M. Godwin; (14) "Beyond Writing Across the Curriculum: The Community Communication Corps," by Stanley P. Witt; and (15) "Sources and Information" by Dana Nicole Williams (an annotated bibliography of recent ERIC literature on WAC programs at community and junior colleges). (PAA)

ED 330 421 JC 910 219

Angel, Dan, Ed.; DeVault, Mike, Ed.
Conceptualizing 2000: Proactive Planning.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE - 91
NOTE - 153p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Access to Education; College Faculty; *College Planning; *Community Colleges; Computer Uses in Education; Cooperative Planning; *Educational Finance; Educational Legislation; Enrollment Trends; Faculty College Relationship; Faculty Development; Financial Support; Futures (of Society); Institutional Cooperation; Institutional Research; Intercollegiate Cooperation; *Long Range Planning; *Models; *Organizational Development; Problem Solving; Program Implementation; Role of Education; School Business Relationship; Trend Analysis; Two Year Colleges; Urban Education

As community, technical, and junior colleges approach the 21st century, faculty shortages, an increasingly diverse student body, dwindling financial resources, and accountability mandates will require careful, action-oriented college planning. This two-part book presents 10 articles on the dynamics of planning and specific planning models, and another nine articles on emerging issues facing community colleges in the years ahead. These 19 articles are as follows: (1) "Proactive Planning: A Fourth-Generation Approach," by Dan Angel and Mike DeVault; (2) "Environmental Scanning," by James L. Catanzaro; (3) "Management and Change through the Planning Process," by Richard McDowell; (4) "Institutional Renewal," by Paul Elsner; (5) "Vision and Vitality," by Carl Kuttler; (6) "Value-Based Actions," by Peter M. Hirsch; (7) "Successful Linkages," by David Ponitz; (8) "Collaboration within the College," by Jerry Sue Owens; (9) "The Planning-Development Link," by Paul C. Gianini, Jr. and Wm. Michael Hooks; (10) "A Statewide Perspective," by Ronald J. Horvath; (11) "National Issues, Local Action," by David Viar; (12) "Equality of Opportunity," by Judith Eaton; (13) "Access and Diversity," by Flora Mancuso Edwards; (14) "Institutional Effectiveness," by Richard Alfred; (15) "Faculty and Administrative Renewal," by George B. Vaughan; (16) "Assessment and Success," by James L. Wattenbarger; (17) "Urban Community Colleges," by Ron Temple; (18) "Thinking Globally," by Richard K. Greenfield; and (19) "Information Technology," by Kenneth Rodgers. A 79-item bibliography is included. (PAA)

ED 330 422 JC 910 223

learning needs of the young child; (2) the centrality of the child's spontaneous activity; (3) play and playthings; and (4) early instruction. Part 2 deals with methodological considerations relevant to early childhood interventions. Conceptual aspects of learning, the preschool teacher, parent-school cooperation in a changing society, and teaching and learning methods appropriate to ECCE are discussed. The third part concerns facilities, equipment, and materials. Topics include buildings, books and other printed materials, audiovisual materials, furniture, and children's health and development records and related materials. Part 4 presents ideas to be considered in the process of changing the preschool curriculum, particularly in the move from a curriculum based on teaching to one based on learning. Also considered are the teacher-researcher relationship, a 6-step curriculum model, and criteria for designing an open learning environment. (RH)

ED 330 441 PS 019 399

The AFSCME Building Blocks: A Manual for Child Care.
American Federation of State, County and Municipal Employees, Washington, DC.
PUB DATE - 90
NOTE - 65p.; For a related document, see PS 019 400.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Community Support; Contracts; *Day Care; Early Childhood Education; Elementary Education; *Employed Parents; *Family Programs; Guidelines; *Lobbying; Preschool Education; *Publicity; Resource Materials; Union Members
IDENTIFIERS - *Negotiation Processes

This manual provides members of the American Federation of State, County, and Municipal Employees (AFSCME) with convincing arguments for child care and methods they can use to negotiate for child care, develop community support, convince elected officials to support members' positions, and use the media to publicize the relevant issues. The manual maintains that lack of adequate accessible child care creates hardships for working parents, suffering for children, economic loss for employers, and economic hardship for child care providers. Child care issues can be negotiated by unions or workers in the workplace. This applies both to providers, who may negotiate for increased pay, improved working conditions, and improved health and safety standards; and to employees, who may negotiate for employer involvement in child care. Employers can provide alternative work schedules, referral programs, voucher programs, emergency care, or on-site child care. Improvement in child care can be hastened if community groups work together to express their needs. Public officials can be contacted by individuals or lobbied by organizations. Careful presentations of news information to the print and broadcast media can help bring the message of local child care inadequacy to the community. Appendixes provide instructions for establishing a child care center, lists of various child care resources and contacts, and related materials. (BC)

ED 330 442 PS 019 405

A Handbook for Extended-Day Programs.
Auburn Univ., Montgomery, Ala.
SPONS. AGENCY - Alabama State Dept. of Education, Montgomery.
PUB DATE - Sep 89
NOTE - 29p.

careful, developmentally appropriate assessment will be crucial if children with prenatal drug exposure are to receive the best services. Further, those services will not be the same for every child. Fetal cocaine exposure does not create a uniform set of delays. The problems it tends to cause can be greatly exacerbated by a poor home life. Evaluation is complicated by the fact that behavior problems and developmental delays which seem to indicate prenatal drug exposure could be the result of other factors, such as divorce or death in the family. Nevertheless, many Southerners are hopeful that drug-exposed children can succeed in regular classrooms if teachers get enough support and training. (RH)

ED 330 463 PS 019 509

Blau, Francine D.; Grossberg, Adam J.
Maternal Labor Supply and Children's Cognitive Development. NBER Working Paper Series: Working Paper No. 3536.
National Bureau of Economic Research, Cambridge, Mass.
PUB DATE - Dec 90
NOTE - 38p.; Small print throughout may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Cognitive Development; *Economic Factors; *Employed Parents; Family Income; *Mothers; National Surveys; *Parent Influence; *Preschool Children; Sex Differences

This study used a sample of 3- and 4-year-old children of female respondents from the 1986 National Longitudinal Surveys Youth Cohort to analyze the relationship between maternal labor supply and children's cognitive development. Respondents were 21 to 29 years old in 1986. Thus, the sample consisted of children of relatively young mothers. Findings indicated that the impact of maternal labor supply depended on when the labor occurred. Maternal employment was found to have a negative impact when it occurred during the first year of the child's life and a potentially offsetting positive effect when it occurred during the second and subsequent years. Although there was some evidence that boys were more sensitive to maternal labor supply than girls, the gender difference was not significant. The negative first-year effect was not mitigated to any great extent by the increased maternal income that accompanied it. However, the increase in maternal income did appear to play an important role in producing a positive effect in the second and later years. A total of 18 references, and 60 working papers of the National Bureau of Economic Research, are cited. (Author/RH)

ED 330 464 PS 019 514

Hymes, James L., Jr.
Twenty Years in Review: Early Childhood Education. A Look at 1971-1990.
National Association for the Education of Young Children, Washington, D.C.
PUB DATE - 91
NOTE - 445p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Historical Materials (060), Books (010)
DESCRIPTORS - *Early Childhood Education; Educational Change; Educational Development; *Educational History; Educational Legislation; *Educational Policy; Educational Practices; *Educational Trends

This compendium chronicles key events and issues in early childhood self-conceptions and motivation are related early in development, but the domain of relevant self-conceptions may change as children mature. (RH)

ED 330 485 PS 019 569

Moshman, David
Adolescent Reasoning and Adolescent Rights.

PUB DATE - Apr 91
NOTE - 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adolescents; *Childrens Rights; *Cognitive Ability; *Court Litigation; Freedom of Speech; *Maturity (Individuals); Public Policy; Public Schools; Secondary Education; Secondary School Curriculum; Teacher Role
IDENTIFIERS - Access to Facilities; *Supreme Court

In two recent cases, the U.S. Supreme Court addressed the authority of public secondary schools to exercise control over student publication in the school newspaper (Hazelwood v. Kuhlmeier, 1988) and student meetings on school premises (Board of Education v. Mergens, 1990). The Court ruled for substantial school authority with respect to the content of the school newspaper but upheld students' right of equal access with respect to student meetings. It is argued that the two decisions are based on inconsistent assumptions about the intellectual competence of adolescents. A more consistent approach would be based on either a rebuttable presumption of adolescent immaturity or a rebuttable presumption of adolescent maturity. Current psychological evidence is more consistent with the latter presumption. Implications for other legal, educational, and social policy decisions concerning adolescents are discussed. Thirty-five references are included. (Author/RH)

ED 330 486 PS 019 571

Staessens, Katrine
The Professional Culture of Innovating Primary Schools: Nine Case Studies.

PUB DATE - Apr 91
NOTE - 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Administrator Role; Case Studies; Classification; *Cultural Influences; *Educational Innovation; Educational Objectives; *Elementary Education; Foreign Countries; Peer Relationship; Principals; Teacher Characteristics
IDENTIFIERS - Belgium; *Professionalism; *School Culture

Results of a qualitative study of the professional culture of nine primary schools that are implementing innovations are presented. Three aspects of schools' organizational culture are emphasized: (1) the principal as builder and carrier of the culture; (2) consensus on goals; and (3) professional relationships among teachers. Three cultural types were constructed from the study's data. These include the family school, the school as a

ED 330 505 RC 018 051

Harvey, Karen D.
Teaching about Native Americans. Books for Children and Young Adults. A Guide to Books about Native Americans.

PUB DATE - Jun 90
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - *American Indian Culture; American Indian History; *American Indian Literature; *American Indians; Books; Cultural Awareness; *Cultural Education; Elementary Secondary Education
IDENTIFIERS - *Native Americans

This bibliography lists 178 books which can be incorporated into teaching units about Native Americans. Sections within the list are: (1) Books for Children and Young Adults, 117 entries; (2) Books for Adolescents, 37 entries; (3) Reference Books, 13 entries; and (4) Adult Resources: A Simple Beginning, 11 entries. Each entry contains the name of the author(s) or editor(s), book title, and the publisher. Publication dates range from 1960 to 1990. A guide is included that lists 10 quick ways to analyze children's books for sexism and racism. (ALL)

ED 330 506 RC 018 052

Harvey, Karen D., Comp.
Native American Recipes for the Classroom.

PUB DATE - Jan 91
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *American Indian Culture; *Class Activities; *Cooking Instruction; Cultural Activities; Cultural Education; Elementary Education; Enrichment Activities; *Food
IDENTIFIERS - *Native Americans; *Recipes (Food)

This collection of recipes is intended to assist teachers in using food in the classroom to enhance the study of Native American people. Several concepts are identified to guide teachers in developing instructional units centering around food as a means of understanding the Native American culture: (1) the impact of physical environment and natural resources on Native Americans in meeting their basic needs of food, clothing, and shelter; (2) the foods used in Native American cultures reflect their geographic location and the particular time in which they live; (3) Native Americans use a diversity of means to meet their need for food; (4) traditional foods help Native Americans maintain the rituals and values of their cultures; (5) the traditional foods of Native Americans change when their cultures come into contact with other cultures; (6) the foods changed when Native Americans were forced to relocate, or when the resources for their basic needs diminished; and (7) technology has created change in the kinds of foods Native American people eat and the ways they prepare and preserve their food. Poems and excerpts from reference books punctuate the collection of over 50 recipes divided into the categories of: beverages; preparing food; preserving food; the three sisters--corn, squash, beans; bread; soups and stews; animals, fish, fowl; desserts; etcetera; and traditional delicacies. A list of substitutes for Native American food is provided, with explanations of traditional measurements, basic academically and socially in a CC as they do in a regular classroom; (6) CC might be harmful to a student if they have a CC year after year; (7) teachers feel strongly about classroom size, preferring small CCs to large regular classes; (8) parents do not like CCs for their children but the students do not seem to mind if they are in one; and (9) teachers who like to teach CCs integrate instruction and mix the grade levels for instruction. A national study is needed to compare student achievement and social growth in CCs and regular classrooms to determine the long term effects of CCs on students. (KS)

ED 330 526 RC 018 076

Goreham, Gary A.; And Others
Distribution of Personal Income in Agriculture-Dependent Counties of Midwestern States: A Policy Variables Approach.
North Central Regional Center for Rural Development, Ames, Iowa.
PUB DATE - Oct 90
NOTE - 100p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Economic Change; Economic Factors; Educational Attainment; Females; *Income; *Labor Force; Models; Path Analysis; *Public Policy; Regression (Statistics); *Rural Areas; Social Distribution; Social Structure; Theories
IDENTIFIERS - Counties; Gini Coefficient; *Income Distribution; *United States (North Central)

Significant social, demographic, and economic changes have occurred in the North Central states since 1960. This document examines structural and policy variables related to distribution of income, during the years 1960-80 in the 397 counties defined as agriculture-dependent in 13 North Central states. Personal income distribution has been explained by four types of theories: stochastic, personal characteristic, regional endowment, and development. These theories were integrated into a single working model for empirical analysis. A regression model was developed that included five structural variables and five policy variables. Correlation coefficients were calculated to determine the degree to which variables were related to income distribution (Gini-ratio) in 1960, 1970, and 1980. The relative influence of county structural endowments and social and economic policies on income inequalities differed in each census year, shifting from policy variables as most influential in 1960 to structural variables as slightly more influential in 1980. Income distribution was related to retirement benefits and education levels (see pages 37-42) in all three census years; and to unemployment benefits, county government expenditures, proportion of commercial farms, and manufacturing employment in two out of three years. This report contains 70 references and 21 data tables and graphs. (SV)

ED 330 527 RC 018 077

Bridging Early Childhood and Nature Education. Proceedings of the Roger Tory Peterson Institute of Natural History Forum (1990).
Roger Tory Peterson Inst. of Natural History, Inc., Jamestown, NY.
PUB DATE - 91
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

The State of Mathematics Achievement: NAEP's 1990 Assessment of the Nation and the Trial Assessment of the States.

Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.

PUB DATE - Jun 91

NOTE - 593p.; The entire Report consists of a composite report (this volume), an executive summary, and 40 separate reports for 37 states, District of Columbia, Guam, and the Virgin Islands, respectively; see SE 052 056-096.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF03/PC24 Plus Postage.

PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS - Academic Achievement; *Educational Assessment; *Grade 4; *Grade 8; *Grade 12; High Schools; Intermediate Grades; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; State Programs

IDENTIFIERS - *National Assessment of Educational Progress; *Numeracy; Trial State Assessment (NAEP)

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is a congressionally mandated survey of educational achievement of American students in a variety of curriculum areas and of changes in that achievement across time. Part 1 of this report consists of the results of NAEP's 1990 national mathematics assessment of nationally representative samples of more than 26,000 students in grades 4, 8, and 12 in more than 1,300 schools. Part 2 consists of the results of NAEP's 1990 "Trial State Assessment Program," a voluntary eighth-grade mathematics assessment administered to representative samples of 2,500 public school students at grade 8 in about a 100 schools in each of the 40 participating states and jurisdictions. This is the first time NAEP has provided results by state. The report is organized as follows: (1) executive summary; (2) NAEP history; (3) scope of the assessment; (4) results for grade 4, 8, 12, respectively; (5) results of the Trial State Assessment Program. Appendices include: contextual and background factors; participation rates; procedures; anchoring processes; and tabular data. Overall mathematics performance in the nation at each of the three grade levels tested was characterized as follows: FOURTH GRADE: 72 percent demonstrated the ability to consistently solve third grade level problems (e.g., addition and subtraction with whole numbers); 11 percent demonstrated a grasp of fifth grade level problems (e.g., multiplication). No fourth graders indicated an understanding of fractions, decimals, percents, or simple algebra. EIGHTH GRADE: 98 percent demonstrated a grasp of third grade level problems; 67 percent consistently understood fifth grade content; only 14 percent showed successful performance with seventh grade material (fractions, decimals, percents, simple algebra); no eighth graders showed the breadth of understanding necessary to begin the study of relatively advanced mathematics. TWELFTH GRADE: All high school seniors demonstrated success with third-grade materials; 91 percent showed mastery of fifth-grade material; 46 percent demonstrated a consistent grasp of seventh grade material (decimals, percents, fractions, simple algebra); 5 percent showed an understanding of geometry and algebra. Many students appear to be graduating from high school with little of the mathematics understanding required by the fastest growing occupations or for college work. Approximately half of graduating twelfth graders appear to have an understanding of mathematics that does not extend much beyond simple problem solving with whole numbers. The Trial State Assessment Program

Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Indiana; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Indiana, 2,569 students in 98 public schools were assessed. This report describes the mathematics proficiency of Indiana eighth-graders, compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Indiana students had an average proficiency of 267 compared to 261 nationwide. Many fewer students (Indiana-14%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 561 SE 052 071

The State of Mathematics Achievement in Iowa: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction;

Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *Numeracy; *Ohio; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Ohio, 2,673 students in 101 public schools were assessed. This report describes the mathematics proficiency of Ohio eighth-graders, compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Ohio students had an average proficiency of 264 compared to 261 nationwide. Many fewer students (Ohio-12%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 576 SE 052 086

The State of Mathematics Achievement in Oklahoma: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)

included. It is concluded that the survey offers grounds for both optimism and concern, and that four themese in particular are worthy of reflection: (1) Commitment and Civility; (2) Transition and Tensions; (3) Perceptions and Portrayals; and (4) Awareness and Affirmations. (DB)

ED 330 591 SO 021 010

The "First Liberty" Summit Report (Williamsburg, Virginia, June 24-25, 1988).
Williamsburg Charter Foundation, Washington, DC.
PUB DATE - Jan 88
NOTE - 71p.; Appended newpaper reprints present various legibility problems.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Civil Liberties; Constitutional History; Political Attitudes; Public Affairs Education; Religion Studies; *Religious Differences; Social Attitudes; Social Studies; State Church Separation
IDENTIFIERS - First Amendment; *Religious Freedom; *Williamsburg Charter

The Williamsburg Charter Foundation is a group a leaders from business, academic, political, and religious communities concerned about the importance of the First Amendment's guarantee of religious liberty in public life and about the ability of people to live together in a spirit of civility despite deep religious differences. This document is a summary overview of the highlights and central features of the "First Liberty" Summit, the centerpiece event of the Williamsburg Charter project. This report includes the program, the public pledges, and a keynote address from the ceremony at which the Williamsburg Charter, a document celebrating and reaffirming religious liberty for citizens of all faiths or none, was signed by 15 signers representing 9 key fields in U.S. life as well as 6 prominent faith communities. These signers stood for many other persons who also signed or endorsed the document. Reprints of several newspaper articles describing the event, as well as letters of appreciation from a broad range of religious and other organizations, are appended. (DB)

ED 330 592 SO 021 033

Iatridis, Panayotis G.
A Problem Solving Curriculum for Active Learning at the Northwest Center for Medical Education, Indiana University School of Medicine.

PUB DATE - 90
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Curriculum Design; *Curriculum Development; Educational Change; Higher Education; Learning Strategies; Learning Theories; *Medical Education; *Problem Solving; Skill Development; Teaching Methods
IDENTIFIERS - Indiana University Northwest

An innovative curriculum called the "Regional Center Alternative Pathway," recently adopted by the Northwest Center for Medical Education (part of Indiana University's School of Medicine), is private cultural promotion. Divided into eight chapters the topics covered include: (1) introduction; (2) facts on diversity--a few remarks on the extent and the scope of private initiatives; (3) art and industry--a partnership of risk--The Arts Circle of the Federation of German Industries; (4) "Stronger Together?" cultural foundations and relief funds; (5) "grassroot" culture--cultural activities in companies and unions; (6) the media and the culture industry--promotion of culture or reinvestment?; (7) "money in its most beautiful form"--banking and insurance companies as promoters of culture; and (8) embassies without ambassadors--industry's international cultural relations. Four appendices are also included: (1) the economic importance of culture in the Federal Republic of Germany; (2) a survey, "Industry as a Promoter of Culture" 1987; (3) the taxation situation for private cultural promotion and foundations in the Federal Republic of Germany; and (4) a selective bibliography on the promotion of culture in the Federal Republic of Germany. (DB)

ED 330 615 SO 030 274

Stimpson, Philip, Ed.; Kuan, Tammy Yim-lin, Ed.
Teaching Geography in and about Asian Pacific Countries. Proceedings of the Regional Symposium of the International Geographical Union (Hong Kong, August 6-10, 1990).
Geographical Education Commission.; International Geographical Union.
PUB DATE - 90
NOTE - 364p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Area Studies; *Asian Studies; Curriculum Development; Elementary Secondary Education; Foreign Countries; *Geographic Regions; Geography; *Geography Instruction; Global Approach; *International Education; Social Studies
IDENTIFIERS - *Asia Pacific Region

Described as the region of the 21st century, the Asian Pacific area is an important subject of geographic research. Thirty-four papers focusing on the Asian Pacific countries are contained in this document. Divided into four sections, the presentations cover the following topics: (1) Geography Teaching IN Asia Pacific Countries; (2) Teaching ABOUT Asia Pacific Countries; (3) Perceptions of Asia Pacific Countries; and (4) General Papers. A list of symposium participants also is included. A paper, "The High School Students' Geographical Competitions in Poland' by Maria Magdalena Wilczynska-Woloszyn is attached. (DB)

ED 330 616 SO 030 275

Reflections on the Future Development of Education.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE - 85
NOTE - 291p.; For a related document, see SO 030 276.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Educational Change; *Educational Development; *Educational Trends; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Futures (of Society; *International Cooperation; International Education; *International Educational Exchange; International Organizations; International Programs
IDENTIFIERS - *UNESCO

foreigners and racism. (DB)

ED 330 638   SO 030 462

Fritzsche, K. Peter
In Search of a New Language: Textbooks in the GDR.

PUB DATE - Jul 90
NOTE - 16p.; Paper presented at the Annual Scientific Meeting of the ISPP (13th, Washington, DC, July 11-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Citizenship Education; Civics; Current Events; Curriculum Development; Elementary Secondary Education; Foreign Countries; *Language Role; Political Attitudes; Political Influences; *Social Change; Social Studies; Textbook Bias; *Textbook Content; Textbooks; World Affairs
IDENTIFIERS - *East Germany; West Germany

Since the collapse of state socialism in East Germany in 1989, political discourse among citizens has changed dramatically. There is now talk of democracy, tolerance, the individual, and democratic socialism. This paper examines the impact of this new discourse upon citizenship education in what was formerly East Germany specifically focusing on changes made in civics textbooks. Old textbooks were filled with attempts to instill rigid stereotypes in children's minds, for example, "Lessons should contribute to intensifying a disgust for and hatred of imperialism among pupils." A new civics is slowly emerging, and some crucial questions need to be addressed: does the change in ideology and language also correspond to a change in consciousness and attitude or is the change in language just a means of covering up the old mentality and perhaps even the old ideology? German reunification raises some important issues including whether former citizens and experts of East Germany will be allowed to develop their own textbooks. (DB)

ED 330 639   SO 030 466

Atherton, Herbert
Remarks of Herbert Atherton. to the National Bicentennial Leadership Conference .
Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE - 90
NOTE - 8p.; Remarks given at National Bicentennial Leadership Conference (Washington, DC, September 21-22, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Citizenship Education; Civil Rights; *Constitutional History; Current Events; *National Organizations; Public Affairs Education; Social Studies; United States History
IDENTIFIERS - *Bill Of Rights; United States Constitution

The text of a speech made by the Staff Director and Director of Education of the U.S. Bicentennial Commission, the paper presents an overview of the Commission's plans for the 1991 celebration of the Bicentennial of the Bill of Rights. "The Bill of Rights and Beyond," the theme of the celebration, conveys the idea that although the 200th anniversary of the Bill of Rights is the centerpiece of the commemoration, all the rights enjoyed under the U.S. Constitution are to be celebrated as well. The Bicentennial

disturbances and the system of care that can meet those needs. It examines the role Medicaid can play in helping to finance services and some of the barriers state mental health planners face in using Medicaid funds. It describes the overall process that states must follow in developing a coordinated network of mental health and other services, with the emphasis on building a close working relationship with Medicaid agency personnel. The report then focuses on specific options states can use to expand the range of Medicaid-funded services available to children with severe emotional disabilities and describes the experiences some states have had using these Medicaid options. Appendixes contain a workshop agenda, a list of participants, and a description of services for children and adolescents from "Operation Help: A Mental Health Advocate's Guide to Medicaid" (Chris Koyanagi). (16 references) (JDD)

ED 330 170 EC 300 142

Martner, Jan, Ed.; Magrab, Phyllis, Ed.
Mental Health Services for Infants and Toddlers: A Three-State Perspective on the Implementation of Part H of P.L. 99-457, The Education of the Handicapped Act Amendments of 1986.
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
SPONS. AGENCY - Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
PUB DATE - Nov 89
NOTE - 77p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Administrative Organization; *At Risk Persons; Community Control; Delivery Systems; *Disabilities; *Early Intervention; Federal Legislation; Infants; *Mental Health Programs; Program Development; Psychiatric Services; Psychological Services; Staff Development; State Programs; Toddlers
IDENTIFIERS - Case Management; *Education of the Handicapped Act Amendments 1986; Maine; North Carolina; Ohio

This study addresses seven components of Public Law 99-457 which relate to mental health intervention to meet the comprehensive early needs of infants and toddlers with, or at risk for, disabilities. The seven components include: the definition of "developmentally delayed"; multidisciplinary evaluation; the individualized family service plan, including case management services; a comprehensive Child Find system; a public awareness program; a central resource directory; and personnel development and standards for training. The study focused on three states' efforts to incorporate a mental health perspective into their overall philosophy and service delivery systems for young children. It examined various systems that were in place or were evolving for children and the role of mental health in those systems. Each of the three states has its own pattern of providing mental health services: Maine has a state-driven system of service delivery; Ohio has a strong system of local control; and North Carolina has a blended state and local system. Appendices contain case vignettes of three families with young children and a copy of the instrument used in the study. (JDD)

ED 330 171 EC 300 143

Cross, Terry L.; And Others

the individual and the conditions of the situation; in order to analyze a handicapped person's communication problems and abilities, the individual and his or her surroundings must be examined. (19 references) (JDD)

ED 330 189 EC 300 161

Millde, Kristina; Brodin, Jane
Johanna and Tommy: Two Preschoolers in Sweden with Brittle Bones.

PUB DATE - 90
NOTE - 31p.; Translation by Christina McCarthy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Case Studies; Congenital Impairments; Family Life; Foreign Countries; Incidence; Intervention; *Physical Disabilities; Preschool Children; Preschool Education; *Rehabilitation; Social Services; *Symptoms (Individual Disorders); Welfare Services
IDENTIFIERS - *Osteogenesis Imperfecta; *Sweden

Information is presented for caregivers of Swedish children with osteogenesis imperfecta (brittle bones) and their families. Approximately five children with brittle bones are born in Sweden annually. Two main types of brittle bone disease have been identified: congenita and tarda. Typical symptoms include numerous and unexpected fractures, bluish colored eyeballs, brittle teeth, protruding rib-cage, small stature, and in some cases, hearing impairment. There are inadequacies in the support that the government provides for families with osteogenesis imperfecta children. Various kinds of support available include rental and home assistance, home adaptation allowance, child care allowance, respite service, transportation assistance, subsidies for drugs and medical care, and technical aids. Habilitation services include toy libraries, preschool and leisure time centers, and the school system. Case studies of two preschool children are presented, based on family interviews, and are illustrated with photographs. A list of four suggested readings and four related readings is included. Brief descriptions of The Society for Disabled Children and Adolescents (Stockholm, Sweden) and WRP (Women Researchers in Play and Disability) International conclude the document. (JDD)

ED 330 190 EC 300 162

Worshtil, Marti
Prince George's County School-Age Child Care Needs Assessment for Children with Special Needs.
Prince George's County Commission for Children and Youth, Landover, MD.
PUB DATE - Apr 90
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - After School Programs; Day Care Centers; *Disabilities; Elementary Secondary Education; Employed Parents; Latchkey Children; Low Income; *Needs Assessment; Parent Attitudes; Preschool Education; School Age Day Care; School Districts
IDENTIFIERS - *Prince Georges County Public Schools MD

This school-age child care needs assessment was administered in second language in Louisiana, Quebec (Canada), and New Brunswick (Canada). The objective was to learn about the programs' underlying goals and philosophies, examine the teaching materials used at this level, evaluate the teaching situation, and survey teachers for their perceptions. Data were gathered in individual interviews, classroom observation, and analysis of printed planning and curriculum materials. The research also addressed the teaching of French from a multicultural perspective. The report describes each of the three regional programs separately, and reviews the relevant legislative mandate for elementary school foreign language education; outlines program philosophy, goals, and staffing; describes school or classroom site visits; and briefly discusses other aspects of the programs, including bilingual immersion, welcoming classes (Quebec), program duration (Quebec), intercultural education (Quebec), and the multicultural contexts of each region's programs. A summary section makes some comparisons and additional comments. A 19-item bibliography is included. (MSE)

ED 330 211 FL 019 112

Global Education and Second Language Study in the Public Schools.
New York State School Boards Association, Albany.
PUB DATE - 85
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Elementary Secondary Education; Global Approach; *Graduation Requirements; *International Studies; *Limited English Speaking; *Public Policy; *Public Schools; Second Language Instruction; *Second Language Programs; State Aid; State Standards; Statewide Planning
IDENTIFIERS - Global Education; *New York

This paper outlines the New York State School Boards Association's position on the New York Board of Regents' policy concerning international studies and second language instruction in New York public schools. It contains a summary of association policy recommendations concerning internationalism and languages in the curriculum, staffing, proficiency standards, scheduling, guidelines for the education of limited-English-proficient (LEP) students, and state aid to school districts. The discussions both critique and outline specific strategies for meeting the Regents' stated objectives for the infusion of a global perspective into the curriculum, second language study requirements, mandated second language study in the elementary grades, mandated second language study in the middle grades, high school diploma requirements, and improving educational opportunities for LEP students. The proposed state plan for increased categorical aid for language instruction is criticized, and, instead, increased general aid is recommended. In addition, encouragement of second language study is recommended over mandated language education. (MSE)

ED 330 212 FL 019 113

Kresovich, Brant M.
Timed Writing Practice for Japanese University Students in an EFL Setting.

PUB DATE - 90
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

International Comparisons.

PUB DATE - 29 Jun 89
NOTE - 26p.; Paper presented at the Annual World Congress of Comparative Education (7th, Montreal, Canada, June 26-30, 1989). A Reworked version of ED 319 938.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adult Basic Education; Adult Education; *Adult Literacy; Developing Nations; Educational Assessment; Educational Trends; *Illiteracy; *International Education; *Literacy Education; *Regional Characteristics; Statistical Data; Trend Analysis

Available world statistics, however limited, indicate a trend toward the universalization of literacy, reason for cautious optimism. Deep commitments and bold action are necessary to eradicate illiteracy by the year 2000. Some important facts do not appear in statistical data, for example: (1) most literacy gains result from expansion of schooling and do not target adults; (2) Third World population explosion has increased the absolute numbers of illiterate people despite a reduced illiterate proportion of the population; (3) statistics are often based on self-report and may underestimate real numbers; (4) serious disparities in literacy occur by geographic region and age; and (5) the largest disparities occur by world region, with 98% of illiteracy occurring in the Third World. Adult literacy work is still treated as a charitable issue, not a pragmatic one. Policy initiatives have been absent or not commensurate with need. Most theory and research comes from the West. While social mobilization is needed for literacy work to succeed, it will have to be organized, not spontaneous. Many aspects of both delivery and curriculum of literacy education must be worked out. Literacy worker training and recruitment must be refined, and the role of both program and learner evaluation should be addressed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 330 232 FL 800 324

Mulcrone, Patricia; Chapman, Jean B.
Pre-GED Instruction for Adults of Limited English Proficiency. Final Project Report.
William Rainey Harper Coll., Palatine, Ill.
SPONS. AGENCY - Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE - 31 Jul 81
NOTE - 263p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Adult Education; *Curriculum Development; Equivalency Tests; *High School Equivalency Programs; *Limited English Speaking; *Literacy Education; Material Development; Mathematics Instruction; Program Descriptions; *Reading Instruction; Second Language Programs; *Writing Instruction
IDENTIFIERS - *William Rainey Harper College IL

From September 15, 1980 to June 30, 1981, William Rainey Harper College (Illinois) conducted a project to train high school equivalency program teachers with limited-English-proficient (LEP)

ED 330 251 HE 024 327

A Capacity for Learning: Revising Space and Utilization Standards for California Public Higher Education. Commission Report 90-3.
California State Postsecondary Education Commission, Sacramento.
PUB DATE - Jan 90
NOTE - 157p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Classrooms; *College Buildings; *Educational Facilities Design; *Educational Facilities Planning; Facility Guidelines; Higher Education; Laboratories; Offices (Facilities); *Public Colleges; *Space Utilization; State Colleges; State Standards; State Universities; Two Year Colleges
IDENTIFIERS - California State Postsecondary Education Comm

A review of space and utilization standards in California public higher education culminated in several principles that should govern the changes in space and utilization standards generally. These principles were as follows: (1) changes should be conceputally simple, consolidating various formulaic elements into single standards wherever possible; (2) at the state level, changes should be administered flexibly, thereby encouraging creativity at the campus and system-wide levels; (3) changes should be interpreted broadly and not become highly specific design standards where the exact sizes of rooms are dictated without regard to need or function; (4) changes should encourage balance among all physical facilities; (5) they should be accompanied by strong accountability and reporting requirements; (6) they should be reviewed on a regular basis; and (7) they should not be changed unless a compelling case for change can be demonstrated. Recommendations on the basis of these principles called for a modest relaxation in the current classroom standard and, in particular, the utilization component of that standard; virtually no change in teaching laboratory standards; a continuation of current practice in the funding of University of California research space; and some improvements in faculty offices. Regular classroom and teaching laboratory utilization reports were also recommended. The text of "Time and Territory: Phase II," published as Report 86-12, is reproduced in an appendix. Twenty-four references are provided. (GLR)

ED 330 252 HE 024 339

Medicine Handbook. Revised.
New York State Education Dept., Albany. Office of the Professions.
PUB DATE - Dec 90
NOTE - 111p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Accreditation(Institutions); *Certification; College Applicants; Curriculum Design; Discipline Policy; Foreign Medical Graduates; Graduate Medical Education; Graduate Medical Students; Higher Education; Licensing Examinations (Professions); Medical Schools; Medical Students; *Medicine; Mental Health; Professional Education; Records(Forms); State Boards of Education; *State Legislation; State Licensing Boards; *State Standards
IDENTIFIERS - New York; *Professionalism

This handbook, developed as a reference guide, contains the text of laws, rules and regulations of the New York State Education

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - College Environment; Educational Environment; *Educational Improvement; Educational Objectives; *Educational Quality; Higher Education; Institutional Mission; Institutional Role; *Instructional Leadership; *Leadership; Resource Allocation; School Effectiveness

This speech addresses the issue of excellence and leadership in academia. The speech begins with a review of what excellence is, how it is judged, and why it is important. It is argued that educational institutions, although they strive for excellence, do not always attain it, or else they present cosmetic approaches to make it appear they've attained it, such as changing an institution's name from college to university. Six components are offered as critical in attaining academic excellence: (1) a clear institutional mission; (2) the commitment of adequate resources; (3) emphasis on the processes of teaching and learning; (4) the commitment to scholarship, creative work, and research; (5) an academic environment supporting individual excellence; and (6) strong, creative, and effective leadership. An example is given of the development of an integrated, multidisciplinary sequence of courses in Pharmacology at Ohio State University, its successful implementation, and the reasons for its eventual abandonment by the school. The lessons learned from the experience, as well as what it reveals concerning academic leadership are discussed. (GLR)

ED 330 272 HE 024 360

Adler, Emily Stier
"It Happened to Me": How Faculty Handle Student Reactions to Class Material. Working Paper No. 132.

PUB DATE - 84
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Classroom Environment; College Students; *Controversial Issues (Course Content); *Coping; Higher Education; Instructional Materials; *Sharing Behavior; *Sociology; Student Behavior; *Student Reaction; Teacher Student Relationship

This paper addresses the problem of faculty members being confronted, in or out of the classroom, with students' personal reactions to some of the subject matter, especially sex and gender material, found in today's college sociology courses. The paper suggests some ways in which sociologists view student sharing of personal reactions and discusses how faculty can respond. Also discussed are the sociological courses and topics that are especially likely to spark student reactions and sharing behavior; some faculty reactions when such occurrences have taken place; ideas for coping with this behavior in the classroom; and observations from faculty on handling students' personal problems that come to them out of the classroom setting. It is suggested that faculty should think about the content of the materials that they will be presenting, the structural and organizational approaches they should use, and the goals of the course prior to content presentation in order to anticipate students' reactions and better meet their academic and personal needs. Contains 11 references. (GLR)

ED 330 273 HE 024 361

institutions' policies to increase the flow of financial aid to eligible students); (4) "Strategies for Improving Access to Financial Aid" (how federal financial rules are made, varying rule interpretations, and the general structure of state, institutional and private aid programs); and (5) "Other Sources of Financial Aid for Overseas Study" (institutional funding initiatives involving foundations, corporations and service organizations, etc.). An appendix, titled Forms and Other Useful Documents, includes an information sheet prepared by Brandeis University (Massachusetts) on financial aid available for study abroad, a similar information sheet from Georgetown University (District of Columbia), and a brochure, "Financial Aid Options for Study Abroad," produced by Louisiana State University. Includes 31 references. (JB)

ED 330 291   HE 024 379

Mestenhauser, Josef A., Ed.; And Others
Culture, Learning, and the Disciplines.
National Association for Foreign Student Affairs, Washington, D.C.
PUB DATE - 88
NOTE - 197p.; Most of the papers in this book were originally presented as papers at a conference sponsored by the Council on International Educational Exchange, the International Society for Educational, Cultural, and Scientific Interchanges, and Region IV of the National Association for Foreign Student Affairs (Minneapolis, MN, November 1984).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Cross Cultural Training; Cultural Awareness; Foreign Culture; *Foreign Students; Higher Education; *Orientation; *Program Administration; School Orientation; Second Language Instruction; Second Language Learning; *Study Abroad; Theories; Theory Practice Relationship
IDENTIFIERS - Agency for International Development; Experiment in International Living; Fulbright Exchange Program; Navy; Peace Corps; Saint Olaf College MN; University of Pennsylvania

The 18 author contributed papers examine orientation programs for foreign college and university students studying in the United States and for U.S. students preparing to study abroad. The marriage of theory and practice in addressing the two major issues of: (1) lack of agreement on standards for orientation; and (2) the common lack of student motivation to attend orientation programs is stressed. Papers have the following titles and authors: "Survey of University Orientation Programs for International Students and Scholars" (Inge Steglitz); "The Development of Preacademic Training Programs for Incoming Fulbright Students, 1951-1969" (James E. O'Driscoll); "Brief Course on America: An Orientation to the Study of American Culture" (Harvey Sarles); "Foreign Student Orientation at the University of Pennsylvania" (Ann Kuhlman); "Orientation Services Provided for A.I.D.-Sponsored Participants in Programs Administered by Partners for International Education and Training" (Judith A. Cadman); "Cross-Cultural Half-Way Houses: Orientation within Intensive English Programs" (Patricia Byrd); "Training International Students as Teaching Assistants" (Mark Landa); "The Experiential Approach to International Student Orientation" (Dario Gamboa); "Survey of University Orientation for American Students Going Abroad" (Karen Rosenquist Watts); "Something for Everyone: A Search for Common Denominators" (Jan Felsing); "The Orientation Retreat: Preparing 200 Students for Study in 20 Countries" (Sue K. Clarke); "A Three-Tiered Approach to Cross-Cultural Orientation

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Authoring Aids (Programing); Computer Assisted Instruction; Computer Graphics; Computer Software; Elementary School Teachers; Elementary Secondary Education; Microcomputers; *Programing; Programing Languages; Secondary School Teachers
IDENTIFIERS - *Apple Macintosh; *LOGO Programing Language

This manual has a dual purpose: to teach about programming in the Logo language for teachers, and to teach Logo in a structured manner to students. The publication is divided into 41 sections, each of which focuses on a particular Logo word or idea, and is designed to give both teachers and students the opportunity to experiment with ideas while extending their knowledge of Logo. Some of the subjects covered in the individual chapters include: (1) getting started with Logo for the Macintosh computer; (2) using the Repeat function; (3) shapes and STAMP; (4) defining new shapes, putting text on the screen, and mixing text and graphics; (5) writing procedures; (6) designing programs; (7) managing workspace and files; (8) using pen modes, windows, and multiple turtles; (9) Logo grammar; (10) animation, creating definite loops, stamping areas, interactive programming, and working with files; (11) procedure inputs; (12) Logo arithmetic and mathematics; (13) outputs; and (14) useful graphics and text reporters. Most of the chapters provide tips and techniques as well as project suggestions. It is suggested that the examples in each chapter be experimented with until the concept being introduced is understood. A quick reference card of all the Terrapin Logo primitives is provided at the end of the manual, and major subject areas and Logo commands are listed in the index. (DB)

ED 330 311 IR 014 926

Simmons, Ivan V.
Survey of Student's Attitudes toward the IHETS Delivery System.

PUB DATE - Jan 91
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Correlation; *Delivery Systems; *Distance Education; Educational Television; Higher Education; Sex Differences; Student Attitudes; Surveys; Teacher Student Relationship; Technical Education; *Telecommunications
IDENTIFIERS - *Indiana Higher Education Telecommunications System; Industrial Technology Education

Questionnaires were mailed to 64 students who had completed one or more regularly scheduled Industrial Technology Education courses via the Indiana Higher Education Telecommunications System (IHETS) to determine their attitudes toward IHETS (T.V.). The IHETS system provides an alternative for delivering distance education classes, providing interaction both between teachers and students and among students. Information was received from 58 (90.6%) respondents on the following topics: (1) perception of IHETS as a viable alternative to traveling to distant sites, small class enrollments, cancelled classes, and limited class offerings; (2) comparison of IHETS with other delivery systems; (3) teacher student relationships; (4) gender differences in perceptions of

EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Directories/Catalogs (132), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Computer Software Evaluation; *Courseware; Elementary Education; *Evaluation Criteria; *Language Arts; *Mathematics Instruction; *Minimum Competencies; Minimum Competency Testing; *Science Instruction; State Programs; Worksheets
IDENTIFIERS - South Carolina

This booklet serves as an advisory reference to available software programs that address specific objectives for students in grades 1-8 in all three Basic Skills Assessment Program (BSAP) curriculum areas--language arts, mathematics, and science. A description of the basic skills objectives precedes each curriculum section. Information provided for each software package includes the title, Dewey Decimal classification, application and copyright, grade level, BSAP objective, computer assisted instruction mode, system requirements, producer/vendor and price. A separate section offers information, criteria, and forms for computer software evaluation developed by Project SEED (Software Evaluation Exchange Dissemination). A list of the names and addresses of software vendors/producers is provided, and a form for evaluating the booklet is included. (DB)

ED 330 332 IR 014 951

Santiago, Rowena S.; Okey, James R.
The Effects of Advisement and Locus of Control on Achievement in Learner-Controlled Instruction.

PUB DATE - 90
NOTE - 11p.; Paper presented at the International Conference of the Association for the Development of Computer-based Instructional Systems (32nd, San Diego, CA, October 28-November 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Academic Achievement; *Computer Assisted Instruction; Higher Education; *Learner Controlled Instruction; *Locus of Control; Preservice Teacher Education; Pretests Posttests; *Prompting

The purpose of this study was to investigate three types of academic advisement used in computer based instruction (CBI) with learner controlled conditions and their effects when used among learners of varying locus of control orientation. There were three advisement treatments: (1) adaptive, which gives information related to the amount of instruction the learners need to do; (2) evaluative, which gives information on the required mastery level; and (3) directive, which includes advice on how to go about the instruction or how to approach the lesson. Using Rotter's I-E scores, learners were classified as having internal, middle, or external locus of control. A randomized, posttest-only design was used. Seventy-four preservice teachers worked on a tutorial about Gagne's events of instruction, received advisement during the practice phase of the lesson, and took the posttest. Main effects and interaction were tested using two-way ANOVA. When no interaction was found significant and main effects were significant, mean scores were compared using Fisher's PLSD. Compared to evaluative advisement, adaptive advisement resulted in the following: higher posttest achievement, advisement being followed more frequently during the start of the practice phase;

Library Network (SOLINET) region are presented. Six types of stress criteria (time, task perfection, control over the job, competition, change, and physical symptomology) were used to evaluate such positions as library directors; acquisition librarians; catalog librarians; reference librarians; serial librarians; and others. The impact of technological, environmental, organizational, and other factors is also discussed. The preliminary research study found no evidence of unhealthy stress levels among the college librarians in the nearly 40 academic libraries surveyed. However, library literature indicates that changes in the work environment, automation, or other factors are perceived to be factors that are causes of high job stress and burnout. It is recommended that the effects of such changes and working conditions be carefully monitored and studied. (45 references) (Author/MAB)

ED 330 351 IR 053 514

Dixon, Lana S.; Wallace, Alan H.
Using ERIC on CD/ROM (A Guide to the Basics).
Tennessee Univ., Knoxville. Univ. Libraries.
PUB DATE - 90
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - Abstracts; College Libraries; Computer Literacy; *Databases; Guidelines; Higher Education; Information Retrieval; *Online Searching; *Optical Data Disks; *Search Strategies; *Subject Index Terms; Users (Information)
IDENTIFIERS - *ERIC; SilverPlatter Information Inc

This guide provides basic instruction on how to search the ERIC database on the SilverPlatter CD-ROM, which is the computerized equivalent to Current Index to Journals in Education (CIJE) and Resources in Education (RIE). The entire database is available on three discs, from 1966 to the present. Included in this guide is a description of the ERIC network and its scope as well as discussions of when it is most appropriate to search ERIC's print version, ERIC online, or ERIC on CD-ROM. Sample ERIC journal and document entries which are tagged to identify an entry's fields are followed by a list of the 11 basic fields with brief descriptions and examples of how to search the specific fields. A search example which utilizes Boolean logic demonstrates two methods of searching by subject headings/descriptors; the free text search technique is also discussed. An example of how this strategy would look on CD-ROM is provided and a sample entry is included. Other methods which can be used to refine a search (e.g., searching only the major descriptors, limiting by document type, limiting by education level descriptors, or limiting by year) are included. A list of descriptors that correspond to the publication type categories is provided as well as definitions of the mandatory educational level descriptors. Finally, information is provided on the functions of the "find," "show," and "print" keys. (MAB)

ED 330 352 IR 053 515

Rothlisberg, Allen P.
Sing a New Song: A New Approach to Public Library Management in Rural Snowflake, Arizona.

PUB DATE - 90
NOTE - 5p.

Scheppke, Jim, Comp.; Vogt, Valerie, Comp.
Directory and Statistics of Oregon Libraries 1990.
Oregon State Library, Salem. Library Development Services.
PUB DATE - Jan 91
NOTE - 252p.; For the 1989 report, see ED 320 595.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Numerical/Quantitative Data (110), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Academic Libraries; Annual Reports; Higher Education; Interlibrary Loans; Library Circulation; *Library Expenditures; *Library Materials; *Library Personnel; *Library Services; *Library Statistics; Public Libraries; Special Libraries; State Surveys; Tables (Data)
IDENTIFIERS - *Oregon State Library

This report provides directory and statistical information that characterizes libraries in Oregon, profiling each library within its appropriate library type, i.e., public, academic, special, or state. Each of the four sections provides directory information (e.g., the library's address, telephone number, and contact librarian) and statistical tables that present data on library services, interlibrary lending, library collections, operating income, expenditures, service hours, attendance, use of volunteers, staffing, and staff salaries. A series of charts and maps indicates the governance of public libraries by county and presents an analysis of the public library statistics. This analysis includes the long- and short-term statistical trends of public libraries, sources of Oregon public library operating income in 1989-90, comparisons of public library statistics combined by county, the "top 20" ranking of public library performance in 1989-90, and 1989 Oregon public library statistics compared to those of other states. Special library directory entries also include the library hours and a statement as to whether the library is open to the public or accessible only by appointment, and the Oregon State Library section includes the names, addresses, and dates of term expirations of the state library's board of trustees and state advisory council representatives, as well as a list of Oregon's depository libraries. (MAB)

ED 330 371 IR 053 555

Sutherland, Louise V., Comp.; Owens, Janice E., Comp.
Library Programs. Strengthening Research Library Resources Program. HEA Title II-C. Abstracts of Funded Projects 1989.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 69p.; For the 1989 edition (1988 projects), see ED 304 166.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Libraries; *Cataloging; *Federal Aid; Financial Support; Higher Education; *Library Collection Development; Library Networks; Microreproduction; Online Catalogs; *Preservation; *Research Libraries; Shared Library Resources
IDENTIFIERS - *Higher Education Act Title II

The 32 funded programs described in this report involve bibliographic control, collection development, and preservation of library materials at research libraries, and are designed to make rare materials accessible through bibliographic control and networking. The description of each funded project includes the institution conducting the research library project; the legislative mandate is to assure that bias does not exist in the referral, assessment, and delivery of LD services. This report provides CPEC's comments and recommendations to the legislature concerning the second annual report from the Chancellor's Office entitled, "Learning Disabilities Eligibility Outcomes: 1988-89," which appears in its entirety as an appendix. Findings include the following: (1) students from all age groups were referred for LD assessment at rates proportional to their numbers in the total student body, except for students over 50, who were referred at a rate of less than one-third their total numbers; (2) while comprising 9.1% of the total student body, Asian/Pacific Islander students constituted only 2.1% of the students referred for LD services; (3) in demographic comparisons of community college LD students with LD clients in public schools and the State Department of Rehabilitation, similar underrepresentation of Asian/Pacific Islander groups was found; and (4) the CCC eligibility model shows no evidence of ethnic, gender, or age-related bias in its design or operation. Data tables, and copies of the relevant legislative passages are included. (JMC)

ED 330 388 JC 910 171

Florida Community College Finance: Update. Report 2.
Florida State Postsecondary Education Planning Commission, Tallahassee.
PUB DATE - 24 Jan 91
NOTE - 77p.; Prepared in response to Specific Appropriation 634B of the 1990 General Appropriations Act, Chapter 90-209, Laws of Florida.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - Budgets; *College Planning; Community Colleges; Educational Facilities; Educational Legislation; Enrollment Trends; *Financial Support; *Full State Funding; Postsecondary Education; *Program Costs; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS - *Florida

In Florida, community college enrollments have increased by 41% over the past 5 years. The use of a 3-year average to fund enrollment has penalized those colleges which have grown dramatically. This report analyzes the range of community college expenditures by instructional program; the relationship of instructional expenditures to support expenditures; the methodology used for determining the operating costs of new facilities; and issues of matriculation, tuition, and related fee policies. In addition, the report makes recommendations concerning continued state funding for supplemental vocational programs and presents a formula to be used for funding enrollment changes at the community colleges. Following an executive summary and introduction, section II provides an overview of the community college funding process, examining enrollment workload and new facilities workload. Section III discusses the operation, costs, and review processes for supplemental vocational education. Finally, section IV reviews additional considerations and issues, and presents study recommendations which include the following: (1) state funding for community colleges should give priority to each institution's base funding allocation; (2) the calculation of enrollment workload should be based on prior year enrollment rather than on a 3-year rolling average; (3) current student fee levels should be increased; and (4) supplemental vocational education expenditures and enrollments should continue to be reported and analyzed. Data tables, and a 1990 report by the National Center for Higher reviews the major components within each of the 11 Titles of the Act, pointing out the weaknesses in each, and recommending alterations and additions to the legislation that would make it more effective. The six priority recommendations presented in the report are as follows: (1) the Pell Grant should become an entitlement designed to ensure that the neediest students can complete at least one year of postsecondary study without loans; (2) student aid delivery should be simplified; (3) a national network of college-employer partnerships should be mandated; (4) an initiative in "pipeline" articulation should be introduced to increase the flow and retention of transfer students; (5) an Urban Extension Service should be established to help urban community colleges spearhead solutions to the grave urban problems; (6) a position of Assistant Secretary for Adult and Community College Education should be established to strengthen programs and improve interagency cooperation. (PAA)

ED 330 405 JC 910 193

Successfully Integrating the Humanities into Associate Degree Occupational Programs: An Implementation Manual.
Community Coll. Humanities Association.; National Council for Occupational Education, Inc., Wausau, WI.
SPONS. AGENCY - Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
PUB DATE - Jan 91
NOTE - 101p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Associate Degrees; Citizenship Education; *Community Colleges; *Curriculum Development; *Educational Objectives; *Humanities; *Humanities Instruction; Interdisciplinary Approach; Program Implementation; Two Year Colleges; *Vocational Education; Vocational Education Teachers

Developed with contributions from administrators, faculty, and students in four model college sites, as well as faculty from community colleges across the nation, employers of associate degree graduates, and a task force of two-year college educational specialists, this report emphasizes the role of the humanities in improving community college education and the need to integrate the study of the humanities with occupational education programs. After an introduction to the project provided in chapter I, chapter II details 10 unique contributions that studying the humanities can make to human development and understanding, including an appreciation of the variety of human purposes, and the ability to make judgments reflective of human values. Chapter III presents 18 specific recommendations for integrating the humanities into associate degree occupational programs, including developing learning outcomes which address adaptation to change, and academic advising which focuses on the merits of both technical and humanities education. Chapter IV presents a descriptive analysis of the approaches of four model two-year college sites whose faculty and administration began to integrate the humanities and occupational programs in 1989 and 1990. Chapter V examines six approaches for integrating humanities in occupational degree programs, reviewing the advantages and disadvantages of each. Additional recommendations presented in chapter VI include securing instructor and administrator commitment, developing an action plan, and defining humanities. Appendixes include the humanities policy statement of the American Association of Community and Junior Colleges, a report summary,

Huhra, Lourdene, Ed.; Fifield, Mary L., Ed.
Training for Trade: Community College Programs To Promote Export.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY - Center for International Education (ED), Washington, DC.
PUB DATE - 91
NOTE - 212p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - General (020)
DESCRIPTORS - Community Colleges; *Curriculum Development; Economic Development; *Exports; Financial Support; *International Trade; Noncredit Courses; Program Development; *School Business Relationship; Student Recruitment; *Trade and Industrial Education; Two Year Colleges; *Vocational Education

Designed to provide two-year college educators with guidelines and suggestions for program planning, design, delivery, and evaluation in the area of training for international trade, this book contains narratives on program development and sample materials that can be used as models. Chapter 1 describes the formation of partnerships to provide effective programs and offers guidance on determining the types of partners to seek with a college's local community. Chapter 2 discusses the selection and use of international trade specialists as consultants and business counselors. Chapter 3 describes the design and delivery of programs and services at three institutions. Chapter 4 addresses financial support for international trade programs and provides information on how particular types of resources can be sought and used by community colleges. Chapter 5 contains examples of promotional materials for market development seminars and various other programs designed to appeal to the needs of different market segments. Chapter 6 provides outlines for noncredit courses covering the fundamentals of international trade. Chapter 7 contains outlines for seminars on a variety of topics designed to meet more specialized information needs of businesspersons at various levels of expertise and a directory of course descriptions arranged by topics. Chapter 8 is a compendium of resources suggested by the contributing authors, some intended for use by program clients and others for professional development in the field of international business. Included in this chapter are descriptions of videotapes and software packages, and a list of professional organizations to contact for additional information and services. (AYC)

ED 330 423 PS 018 897

Culkin, Mary; And Others
Subsidies and the True Cost of Child Care.

PUB DATE - 89
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Child Caregivers; *Day Care; *Day Care Centers; Early Childhood Education; *Grants; Philanthropic Foundations; *Program Costs; Salary Wage Differentials; State Federal Aid

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *After School Education; *After School Programs; Elementary Education; *Elementary School Students; Enrichment Activities; *Extended School Day; Parent Attitudes; Program Implementation; Public Schools; *School Age Day Care; Teacher Attitudes
IDENTIFIERS - Alabama; Operating Procedures

This handbook describes extended-day programs in Alabama schools as an alternative for after-school care. The handbook defines extended-day programs and discusses their rationale and benefits. It further discusses: (1) staffing, including employee procedures and job description; (2) enrollment, including registration procedures, and parent and teacher responses; (3) tuition and fees; (4) recordkeeping; (5) curriculum, including the daily routine, enrichment programs, and disciplinary policy; (6) health and safety issues; (7) the provision of information to schools by the state and the sources of such information; and (8) the state resource library. A series of appendices includes samples of a program description; an operating policy statement; a parent survey form; a personnel procedures list; a job description; a registration form; a payment record form; a schedule of activities; a disciplinary policy statement; and a safety and disaster plan. (BC)

ED 330 443 PS 019 426

Learning While Growing: Cognitive Development. Caring about Kids Series.
National Inst. of Mental Health (DHHS), Rockville, Md. Div. of Scientific and Public Information.
PUB DATE - 81
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Altruism; *Children; *Cognitive Development; Comprehension; *Developmental Stages; Elementary Education; Guidelines; Language Skills; Memory; Moral Development; *Parent Role; Preschool Education; Thinking Skills
IDENTIFIERS - Conscience

This booklet provides an overview of stages and levels of cognitive development. Particular attention is given to language skills, the growth of understanding and memory, levels of thinking, altruism, and conscience. The importance of parents' influence on the development of their child's thinking abilities is emphasized. Nine resources that parents can consult for additional information are listed, as are five references. (RH)

ED 330 444 PS 019 429

Honig, Alice S.; Wittmer, Donna S.
Resources for Training Caregivers and Parents of Infants and Toddlers.

PUB DATE - Nov 90
NOTE - 18p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC,

education from the perspective of a professor of early childhood education and holder of various offices in that area who has annually reviewed the field since 1971. The commentary, which provides thousands of facts, takes up in turn each of the 20 years between 1971 and 1990, and considers topics ranging from the ABC (Act for Better Child Care) bill and accreditation, to numerous aspects of day care; federal and state roles in early childhood education; health; Head Start; kindergarten; the National Association for the Education of Young Children (NAEYC); the parent role in early childhood education; 11 position papers and reports; public schools; staffing; taxes; teacher education; television; and transitional classrooms. A note to the reader indicates that addresses for many organizations and institutions given in the text may have changed. Numerous footnotes are included, as are a general index and an index of names. (RH)

ED 330 465 PS 019 515

Brooks, Martin G.; Sussman, Richard A.
Involving Parents in the Schools: How Can Third-Party Interventions Make a Difference?
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY - J.M. Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Leon Lowenstein Foundation, New York, NY.; Pacific Gateway Association for the Education of Young Children.
PUB DATE - Aug 90
NOTE - 44p.; Also sponsored by the Aaron Diamond Foundation. For other publications in the Schools Reaching Out series, see ED 318 817, ED 321 907, and PS 019 516-517.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Cooperative Programs; Demonstration Programs; *Educational Improvement; Elementary Education; *Family School Relationship; *Intervention; *Parent Participation; Principals; *School Community Relationship; Teachers
IDENTIFIERS - *Collaboratives; *Schools Reaching Out Project

The Schools Reaching Out (SRO) project attempts to demonstrate that urban public schools can fundamentally change their relationship with low-income parents and their communities, and in so doing, improve students' academic and social success. The project was designed to interweave research and practice in two laboratory schools in Boston (Massachusetts) and New York. The research focused on third-party interventions and school change. Essential research questions were: (1) What happens when a third party introduces a project like SRO into a school? and (2) How can a third party best facilitate the development of processes and programs for linking parents and schools? This paper discusses SRO and offers comparisons between the SRO program and programs at four other sites. The design of SRO is discussed. Discussion of issues relating to third-party intervention concerns the nature of project modes, real and perceived needs in schools, the role of the principal, relationships with other programs, and site selection. The study concludes that parent involvement in children's education is enchanced when third party intervention includes a body of literature or experiences that substantiates the project's ideas, a model for action, and directions for the model's implementation. Careful site selection is critical. Several additional conclusions are discussed. A total of 21 references are appended. (BC)

ED 330 466 PS 019 516

professional organization, and the "living-apart-together school." In the family school, an informal culture of congeniality is evident. The principal acts as a grandfather figure; the goal is survival; and teacher relationships are personal because teachers who are willing to take initiatives are not hindered. In the school as a professional organization, the culture is one of proficiency and efficacy. The principal is seen as an architect; the school has a mission; and teachers interact like a professional football team. The culture of such schools is highly compatible with innovation, providing a catalyst to the innovation process. The "living-apart-together school" exhibits a culture of mediocrity. The principal is distant and uninvolved. There is no vision of the school's future. Teachers function separately as individuals, not as a team. The culture of this school offers innovation little chance of success. (RH)

ED 330 487 PS 019 572

Becker, Patricia T.
Reducing the Stress of Intensive Care: Effects on Motor and State Behavior. Conference Summary.

PUB DATE - Apr 91
NOTE - 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Birth Weight; Comparative Analysis; *Individual Development; *Infant Behavior; *Neonates; Nursing; Nursing Research; *Stress Variables; Training
IDENTIFIERS - *Intensive Care Nursing

This report presents outcome data on infant motor activity and behavioral state. Subjects were 45 infants who had birth weight of less than 1,501 grams, were appropriate for gestational age, and were free of major complications. A total of 21 infants were studied during a preintervention (control period), and 24 were studied in a posttraining (study period). Staff nurses were trained to: (1) lower light and noise levels and create diurnal patterning; (2) support motor development by maintaining flexed posture and by containing diffuse activity; (3) support behavioral state organization by protecting sleep periods; (4) facilitate feeding by offering a pacifier during gavage feeding; and (5) reduce procedural stress by pacing interventions and providing containment. Unit organization was monitored weekly. Light and noise levels were measured biweekly. Infant and nurse behavior were sampled at 30-second intervals during biweekly 18-minute observations of routine care. Results demonstrated that developmental care can improve both behavioral organization and medical and growth outcomes. It is concluded that the positive effects for motor activity and behavioral state have special relevance for social and cognitive development. (RH)

ED 330 488 PS 019 577

Deegan, James G.
An Ethnography of Children's Friendships in a Fifth-Grade Culturally Diverse Class.

PUB DATE - 5 Apr 91
NOTE - 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 5, 1991).

condiments, and traditional cooking methods. A sample lesson plan is included for a primary level class. This document has 10 references. (ALL)

ED 330 507 RC 018 053

Matthews, Bruce E., Comp.
Is There a Fishing Program in Your Future? Resources for Fishing and Aquatics Education.
Coalition for Education in the Outdoors, Cortland, NY.; State Univ. of New York, Cortland. Coll. at Cortland.
PUB DATE - 23 Mar 90
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Conservation (Environment); Conservation Education; Disabilities; *Equipment; Instructional Materials; *Outdoor Education; Publications; Recreation; Recreational Activities; *Resource Materials; *Services
IDENTIFIERS - *Fishing

This list of organizations, resources, and services is designed to help those interested in establishing a fishing recreation or education program. It contains 43 entries, each including the program title and mailing address. Entries include conservation programs, mapping companies, gear manufacturers, and distributors, as well as fishing foundations, institutes, and associations around the country. Most entries include a telephone number and some include descriptions of the programs, resources, or services offered. The available resources include fishing equipment, publications, videos, and instructional services. Twelve of the listings are noted as sources of fishing equipment for people with disabilities. (TES)

ED 330 508 RC 018 054

Matthews, Bruce E.
Incorporating Outdoor and Environmental Ethics in Your Program.
Coalition for Education in the Outdoors, Cortland, NY.
PUB DATE - 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reference Materials - Bibliographies (131)
DESCRIPTORS - *Conservation (Environment); Ecology; Elementary Secondary Education; Environment; *Environmental Education; *Ethics; Instructional Materials; *Outdoor Education; Program Development

Outdoor ethics are primarily concerned with appropriate behaviors of participants as they pursue outdoor recreation activities. Environmental ethics are primarily concerned with developing a more personal sense of stewardship by all members of society, individually and collectively, regarding the use of the environment. The four general categories of environmental ethics are: (1) anthropocentrism, in which choices are based on what is of most benefit to humankind; (2) sentientism, centered on those beings capable of being aware of pleasure and pain; (3) biocentric individualism, in which every living thing has equal defendable interests; and (4) holistics, which considers the welfare of a system of living and non-living things. There are also four stages of environmental awareness which lead to the development of an environmental ethic. In the "awareness" stage, people are aware

DESCRIPTORS - Age Differences; Concept Formation; *Discovery Learning; *Early Childhood Education; Educational Benefits; Educational Objectives; Educational Planning; *Environmental Education; *Experiential Learning; Learning Activities; Ornithology; *Outdoor Education
IDENTIFIERS - *Nature Study

This report was written to extend the findings of the Roger Tory Peterson Institute's 1990 forum on early-childhood environmental education. The report begins with an overview of Peterson's own childhood experiences that influenced his career as a naturalist. Peterson developed a hands-on interest in nature as a very young boy. His case is not uncommon. Educators have long realized the value of experiential education for elementary students. Nature education helps children gain a respect for life, stimulates their curiosity, and provides them with meaningful life experiences. Nature study is defined as a platform for engaging the whole child in experiences that provide a basis for understanding environmental relationships. It can take place in any location where the natural world is observed. Participants in the Peterson forum agreed that nature-education activities for young children should differ from those planned for older children. Foremost among guidelines for selecting young children's nature activities is the goal of providing them with firsthand experiences. It is important to keep nature experiences developmentally appropriate in terms of both age and individuality. Developmental appropriateness provides a framework for selecting learning experiences that are compatible with predictable sequences of growth and change within young children. The document offers goals and guidelines for selecting nature-study activities, and discusses bird-watching and nature walks, two activities teachers can choose. (TES)

ED 330 528 RC 018 081

Extension Resources To Support Rural Families Experiencing Economic Stress. The Families in Transition Subcommittee Report.
North Central Regional Center for Rural Development, Ames, Iowa.
PUB DATE - Jan 90
NOTE - 117p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Coping; Disadvantaged Youth; *Extension Education; Financial Support; Job Skills; Mental Health; Money Management; Poverty; *Resource Materials; Rural Extension; *Rural Family; *Rural Youth; Stress Management; *Transitional Programs; Unemployment
IDENTIFIERS - United States (North Central)

The report and resource directory contained in this document represent the efforts of the Rural Families in Transition Work Group, one of six such groups recently created to respond to key issues arising from the farm financial crisis. The directory is intended for use by extension agents in identifying educational resources across the region that might apply to farm and rural families facing transition into new occupations due to economic hardship. States served by the North Central Regional Center for Rural Development are Kansas, Minnesota, Ohio, Wisconsin, North Dakota, Iowa, Illinois, Missouri, Indiana, Michigan, Nebraska, and South Dakota. A resource matrix lists 47 potential objectives related to rural families in transition and references them to 102 resources. The areas addressed are: work, mental health, social support, and family resource management. Objectives within each area are organized under the categories of youth, family, or showed great variation in student achievement within each state, to the extent that the variation within states tended to exceed the variation in average performance across states. The higher performing states (e.g., North Dakota, Montana, Iowa, Nebraska, Minnesota, Wisconsin) appear to have fewer urban areas, fewer disadvantaged students, and fewer minority students. (JJK/WTB)

ED 330 546 SE 052 056

Mullis, Ina V. S.; Dossey, John A.; Owen, Eugene H.; Phillips, Gary W.
The State of Mathematics Achievement: NAEP's 1990 Assessment of the Nation and the Trial Assessment of the States. Executive Summary.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 48p.; The entire Report consists of a composite report, an executive summary (this volume), and 40 separate reports for 37 states, District of Columbia, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - *Educational Assessment; *Grade 4; *Grade 8; *Grade 12; High Schools; Intermediate Grades; Junior High Schools; *Mathematics Achievement; Mathematics Skills; National Programs; Problem Solving; State Programs
IDENTIFIERS - *National Assessment of Educational Progress; *Numeracy; Trial State Assessment (NAEP)

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is a congressionally mandated survey of educational achievement of American students in a variety of curriculum areas and of changes in that achievement across time. Part 1 of this report consists of the results of NAEP's 1990 national mathematics assessment of nationally representative samples of students in grades 4, 8, and 12. Part 2 consists of the results of NAEP's 1990 "Trial State Assessment Program," a voluntary eighth-grade mathematics assessment administered to representative samples of public school students at grade 8 in 40 participating states and jurisdictions. This is the first time NAEP has provided results by state. The Executive Summary (this volume) is organized as follows: (1) overall mathematics performance in the United States; (2) performance in the mathematics content areas for the nation; (3) mathematics performance by demographic subgroups; (4) home support for school; (5) mathematics performance at grade 8 in the states (based on the State Trial Assessments); (6) curricular emphases in content areas at grade 4 and 8 in the nationa and at grade 8 in the states; (7) curricular emphasis in skill areas at grades 4 and 8 in the nation and at grade 8 in the states; (8) student course taking at grade 12 in the nation; (9) summary of mathematics curriculum and course taking across the grades; (10) mathematics instruction at grades 4 and 8 in the nation and at grade 8 in the states (e.g., ability grouping, instructional materials, calculators and computers, student and teacher attitudes). (For a summary of results, see the abstract for the entire report.) (JJK/WTB)

ED 330 547 SE 052 057

The State of Mathematics Achievement in Alabama: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of

Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Iowa; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Iowa, 2,474 students in 92 public schools were assessed. This report describes the mathematics proficiency of Iowa eighth-graders, compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Iowa students had an average proficiency of 278 compared to 261 nationwide. Many fewer students (Iowa-21%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 562 SE 052 072

The State of Mathematics Achievement in Kentucky: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Kentucky; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five

DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *Numeracy; *Oklahoma; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Oklahoma, 2,222 students in 108 public schools were assessed. This report describes the mathematics proficiency of Oklahoma eighth-graders, compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Oklahoma students had an average proficiency of 263 compared to 261 nationwide. Many fewer students (Oklahoma-10%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

ED 330 577 SE 052 087

The State of Mathematics Achievement in Oregon: The Trial State Assessment at Grade Eight.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - National Assessment of Educational Progress; *Numeracy; *Oregon; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the presented. The curriculum combines the traditional structure's didactic approach with a new problem-based tutorial curriculum. In this curriculum the emphasis is on the medical students' acquisition of the necessary knowledge, attitudes, and skills of a lifelong learner. The academic program of the new curriculum, which integrates the traditional first- and second-year content into eight steps, is outlined. Other features of the new curriculum include: problem-based tutorial sessions, a minimum of lectures, and doctor/patient interaction. A 13-item list of selected references also is included. (DB)

ED 330 593 SO 021 079

Hornstein, Stephen E.
Children's Descriptions of Social Studies.

PUB DATE - Nov 90
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Classroom Techniques; Curriculum Development; Educational Research; Elementary Education; *Elementary School Students; Instructional Materials; Interviews; *Social Studies; *Student Attitudes; Teaching Methods

The descriptions of elementary age children representing 42 different social studies classrooms and the ways in which social studies is conducted in their classrooms are presented. In interviews children were asked to describe what happened on a day-to-day basis in their social studies classes; what they liked and disliked about social studies and why they liked or disliked it; what they would like to do more often and what they would like to do less; and anything else they would change. From the interviews eight distinct protocols for social studies instruction emerged: (1) "Teacher Reads"; (2) "Students Read"; (3) "Lecture/Discussion"; (4) "Correct, Read, Complete"; (5) "Packets"; (6) "Outlining"; (7) "Copy the Notes"; and (8) "Varied Activities." It was found that almost all of the protocols were primarily involved with the passing of factual information--usually, if not exclusively, from the social studies text. It is not surprising, therefore, that nearly half of the children interviewed said they disliked social studies and nearly a third said social studies was their least favorite subject. A 9-item list of references is included. (DB)

ED 330 594 SO 021 081

Chinapah, Vinayagum; Miron, Gary
Evaluating Educational Programmes and Projects: Holistic and Practical Considerations. Socio-economic Studies 15.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE - 90
NOTE - 182p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Developing Nations; *Educational Development; *Educational Policy; Educational Theories; Elementary Secondary Education; *Evaluation; Foreign Countries; *International Education; International Educational Exchange; International Organizations; Postsecondary Education; Theory Practice Relationship

Designed to explore the prospects for the development of education throughout the 1980s and 1990s, this study looked at general trends in education in the course of the 1970s, socio-economic evolution in the world, and foreseeable advances in science and technology, in order to outline the priorities for international cooperation. Within the framework of this study, five regional symposia were held in 1980, in: Dakar, Senegal; Bangkok, Thailand; Beirut, Lebanon; Caracas, Venezuela; and Paris, France. A special International Panel on the Future Development of Education was set up to advise the Secretariat. The international panel met twice, first in 1980, and then in 1981, in order to identify significant trends in the development of education in the world, determine the factors likely to influence this development in the next two decades, and specify the essential themes calling for special study. Thematic studies by individual members of the international panel are grouped into seven chapters according to their themes: (1) recent trends; (2) factors likely to influence the development of education during the next 20 years; (3) towards equal opportunity in education; (4) the impact of science and technology; (5) education and the media; (6) interaction between education policy and cultural policy; and (7) material, financial, and human resources. Each chapter is preceded by an introduction, which, in order to give an overall view of these complex questions, attempts to isolate and synthesize a number of key ideas formulated at the time of the preliminary discussion organized in connection with the project. (DB)

ED 330 617 SO 030 276

Reflections on the Future Development of Education. Educational Studies and Documents No. 49.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE - 84
NOTE - 123p.; For a related document, see SO 030 275.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Educational Change; *Educational Development; *Educational Trends; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Futures (of Society); *International Cooperation; International Education; *International Educational Exchange; International Organizations; International Programs
IDENTIFIERS - *UNESCO

A number of documents completed as part of a study on the future development of education are complied in this document. This study was designed to explore the prospects for the development of education throughout the 1980s and 1990s--in light of general trends in education in the course of the 1970s, socio-economic evolution in the world, and foreseeable advances in science and technology--and to outline the priorities for international cooperation in this respect. Within the framework of this study, five regional symposia were held in 1980, in: Dakar, Senegal; Bangkok, Thailand; Beirut, Lebanon; Caracas, Venezuela; and Paris, France. Summaries of these symposia are reproduced in this document. A special International Panel on the Future Development of Education was set up to advise the Secretariat. The international panel met twice, first in 1980, and then in 1981, in order to identify significant trends in the development of education in the world, determine the factors likely to influence this development in the next two decades, and specify the essential themes calling for special study. The working document and final report from both meetings of the international panel

Commission plan for 1991 includes special events, a media campaign, a wide range of publications, two series of regional meetings and conventions, a continuation of on-going programs such as the Discretionary Grant Program, National Bicentennial Competition, Map Contest, and DAR Essay Contest, and new programs such as cosponsorship of 1991 National History Day's competitions on "Rights in History." (DB)

ED 330 640 SP 032 408

Wiseman, Juliet
Nutrient Intake and Dietary Habits of Women Endurance Athletes.

PUB DATE - 90
NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Athletes; Body Composition; *Dietetics; *Eating Habits; *Females; Foreign Countries; *Nutrition

Dietary information was collected from a sample of women endurance athletes (n=16). Seven-day food intake records were taken using a semiweighted method. Questionnaires were used to obtain additional information on training, supplements, and attitudes toward diet. Notable features of the diets were a low average energy intake while mean intakes of most other macro- and micronutrients were adequate. However, within the group, individuals had low intakes of protein, fibre, iron, zinc, retinal, and some B vitamins. Health conscious attitudes towards diet were exhibited by most of the sample, and six women ate mostly vegetarian diets. Over half the group took supplements including multivitamins, iron, zinc, and calcium. It was observed that energy and protein intakes were lowest among those individuals who do not eat meat. (Author)

ED 330 641 SP 032 653

Brosious, Janice A.; Smith, Lyle R.
The Impact of Teachers' Attractiveness and Gender on Students' Perception of the Teachers' Ability.

PUB DATE - 90
NOTE - 35p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Grade 7; Junior High Schools; *Physical Attractiveness; *Sex Differences; *Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship

This study examined the impact of teachers' attractiveness and gender upon students' perception of the teachers' ability. A group of seventh grade math students (N=28) was chosen for the experiment. The students rated photographs of teachers in the areas of organization, classroom management, motivation, communication, sensitivity, imagination, and competence. The results of this analysis revealed a significant main effect on student perceptions due to the attractiveness of the teacher in the areas of organization, classroom management, motivation and sensitivity. Also, there was a significant main effect on students' perception due to the gender of the teacher. The students rated the female photographs higher than male photographs in the area of organization. Finally, there was a significant interaction between the attractiveness of the teacher and the gender of the teacher in the areas of organization, sensitivity, Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed.

Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.

SPONS. AGENCY - National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
PUB DATE - Mar 89
NOTE - 90p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Agency Role; American Indians; Asian Americans; Black Youth; *Cultural Awareness; Cultural Differences; Delivery Systems; Developmental Stages; *Emotional Disturbances; Hispanic Americans; *Mental Health Programs; *Minority Groups; Planning; Policy Formation; Program Development; Severe Disabilities
IDENTIFIERS - African Americans

This monograph provides a philosophical framework and practical ideas for improving service delivery to children of color who are severely emotionally disturbed. The monograph targets four sociocultural groups (African Americans, Asian Americans, Hispanic Americans, and Native Americans). The document emphasizes the cultural strengths inherent in all cultures and examines how the system of care can more effectively deal with cultural differences and related treatment issues. In dealing with cultural differences, there is a need to clarify policy, training, resources, practice, and research issues, and cultural competence should be viewed as a developmental process. Five elements contributing to a system's, institution's, or agency's ability to become more culturally competent are identified: value diversity, cultural self-assessment, consciousness of the dynamics of cultural interaction, institutionalization of cultural knowledge, and development of adaptations to diversity. Cultural competence must be developed at the policymaking, administrative, practitioner, and consumer levels. Service adaptations developed in response to cultural diversity may impact on intake and client identification, assessment and treatment, communication and interviewing, case management, out-of-home care, and guiding principles. Planning for cultural competence involves assessment, support building, facilitating leadership, including the minority family and community, developing resources, training and technical assistance, setting goals, and outlining action steps. (Approximately 170 references) (JDD)

September 1989 in Prince Georges County (Maryland) Public Schools special education centers and schools with special education wings. Disabilities among the 853 children attending the seven schools responding to the survey were mental retardation, orthopedic disabilities, and emotional impairments. Results indicate that many special needs children require at-home care well past the usual age of 14. Many parents of children with serious emotional problems needed assistance in accepting and understanding their child's disability. Parents of children with disabilities were found to be less likely than average parents to work outside the home, although almost half were single parents and 79% of unemployed parents said they would pursue training and employment if appropriate child care were available. Almost one-fourth of families enrolled at early childhood centers reported incomes under $10,000. These and other findings are discussed, current services and the methodology of the study are described, and recommendations are put forth for future policy initiatives. (PB)

PUB TYPE - Reports - Evaluative/Feasibility (142), Journal Articles (080)
DESCRIPTORS - *English (Second Language); Expository Writing; Higher Education; Instructional Effectiveness; Student Attitudes; *Timed Tests; *Time Factors (Learning); *Writing Evaluation; *Writing Exercises
IDENTIFIERS - *Japanese People; University of the Ryukyus (Japan)

Timed writing exercises used at the University of the Ryukyus (Japan) to help alleviate common problems in English second language writing are described. It is proposed that Japanese students have difficulty writing in English because of early training in the grammar-translation method, a lack of communication skills, the overuse of bilingual dictionaries, the passive acceptance of and extreme dependence on teacher instruction, and inert classroom behavior. It is argued that exercises requiring more rapid writing are effective because they encourage novice writers to overcome their writer's block and consider content over form, give much-needed opportunities to write, promote thinking in English, increase confidence, and prepare students for later writing tests. The exercises discussed follow six steps: (1) selection of a familiar, two-sided issue; (2) small group discussion; (3) teacher facilitation; (4) brief thought period; (5) 7-10 minutes of concentrated writing; and (6) evaluation for style, content, and structural accuracy. Suggested activities include explanation of statistical data from newspapers or magazines, use of pictures and diagrams for topics, and interpretation of short articles on familiar topics. Criteria for evaluating writing exercises are offered, and problems encountered with the technique are examined. Student responses to the approach and research needs are also discussed. (26 references) (MSE) students in their classes. The training addressed the special needs of the LEP students in mathematics, English writing, and English reading instruction in preparation for the General Education Development (GED) equivalency test. Project staff developed the following: curricula in mathematics and writing skills; annotated bibliographies in mathematics, English, and reading; a reading handbook; learning activity packets/lessons in mathematics; and lessons in English. The report describes the project's goals and objectives, its activities and outcomes in each subject area, and the methods and results of efforts to evaluate the materials and workshops developed. Recommendations are made for guiding and advising the LEP student in pre-GED instruction. Appended materials, which comprise the bulk of the document, consist of the materials developed as part of the project. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Department governing the practice of medicine in the state. An introductory section describes the professional regulation system of New York, addressing these topics: professional education; the role of professional boards, minority access to the licensed professions; professional licensing services; professional discipline; and state assistance for professionals abusing alcohol and other drugs. The second section contains licensure requirements and application instructions. The third section consists of checklists and application forms for medical licensure applicants. Subsequent sections contain the following materials: the texts of two relevant articles of the education law; commissioner's regulations for curricula and practice; and rules of the Board of Regents concerning disciplinary proceedings, the committee on the professions, determination of good moral character, and unprofessional conduct. Various laws pertinent to the practice of medicine, including New York State Insurance Law, Civil Practice Law, Mental Hygiene Law, and New York State Social Service and Public Health Laws are also presented. A listing of accredited medical programs is included. (LPT)

Student Access to Higher Education. Report and Recommendations. Report 1.

Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE - 1 Feb 91

NOTE - 109p.; Prepared in response to Specific Appropriation 634B of the 1990 General Appropriations Act, Chapter 90-209, Laws of Florida. Appendix A contains marginally legible print.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE - Reports - General (140)

DESCRIPTORS - *Access to Education; Admission Criteria; *Articulation (Education); College Admission; Educational Demand; *Educational Opportunities; *Enrollment Influences; Higher Education; State Colleges; State Legislation; State Universities; Student Financial Aid; *Student Mobility

IDENTIFIERS - Florida; Florida State Postsecondary Education Commission

The study examined student access to higher education in Florida by analyzing the state's current policy regarding student access and articulation, the statewide articulation agreement and the uniformity of its application, the limited access programs and their effect on student mobility, enrollment funding policies and their effect on student access, and factors that either promote student access or hinder it. Among the report's findings were the following: (1) larger numbers of Florida high school students are seeking postsecondary education; (2) there is a lack of consensus on what constitutes a limited access program definition--a matter of concern because limited access designations impact student progress and mobility; (3) the College-Level Academic Skills Test (CLAST) is a critical College-Level Academic Skills Test (CLAST) is a necessary component of a student's progress to the bachelor's degree and need not pose a hindrance to access; and (4) enrollment funding negatively affects student access in that policies have not sufficiently allowed for growth. The report also studied, and made observations concerning, social access, geographical access, and economic access to higher education in the state. Twenty-six recommendations are made. Appendices include 18 tables of data and copies of the Florida Statutes and Administrative Code Rules related to access and articulation. Contains 29 references. (GLR)

for U.S. Students Preparing to Study Abroad" (Joseph O. Baker); "Orientation Development Project at the Experiment in International Living" (Julie Soquet); "Cross-Cultural Training in the Peace Corps" (Roger Nicholson); "The Navy Overseas Duty Support Program: An Organizational Approach to Cross-Cultural Orientation" (Sandra Mumford Fowler); "Concepts and Theories of Culture Learning" (Josef A. Mestenhauser); and "Adding the Disciplines: From Theory to Relevant Practice" (Mestenhauser). (JB)

IHETS courses; (5) the influence of the number of IHETS courses taken on student attitudes; (6) the influence of travelling distance required to get to a traditional face-to-face class; and (7) influence of place of employment on perceptions of IHETS classes. Results indicate that students who have taken IHETS classes are supportive of the system and find it a viable alternative to traditional field based classes. Also, while the comparison between IHETS and other delivery systems is positive, students believe the teacher student relationship could improve. Finally, on many of the items, males and females perceived their IHETS class experiences differently. Of the students who responded to the survey, 96.5% believe that the IHETS delivered classes should be continued. (DB)

ED 330 312 IR 014 929

1989-90 Statewide Computer Survey Report.
South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE - Oct 90
NOTE - 100p.; For the 1986-87 report, see ED 291 369.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Computer Literacy; Computer Software; Computer Software Reviews; *Computer Uses in Education; *Courseware; Educational Equipment; Elementary Secondary Education; *Microcomputers; *School Administration; *School Districts; State Departments of Education; State Surveys; *Use Studies
IDENTIFIERS - *South Carolina

This report presents the findings from South Carolina's seventh statewide computer survey. The survey solicited information on computer equipment and software, and dealt with such issues as the instructional and administrative uses of computers and the availability and use of Software Evaluation Exchange Dissemination (SEED) software reviews and a BSAP-correlated listing of recommended software. A seven-question school form and a five-question district form, as well as computer equipment forms, were distributed to all South Carolina public school principals and district superintendents. Major findings of the survey include: (1) all school district offices had computers, of which 38% were IBM computers; (2) 61% of school faculty members were rated as being computer literate by their principals; and (3) the rate of growth in the total number of computers has slowed down slightly over the past 2 years. All results are presented in narrative and tabular formats. An addendum to the survey provides information on integrated learning systems and other major instructional computing projects in the state. (DB) and greater amount of practice done. Among LOC groups, externals followed the advisement given just as frequently as internals. Both groups chose to do the same amount of practice but their achievement differed. Internals did better than externals on the posttest. (16 references) (DB)

ED 330 333   IR 053 249

Raitt, David I.
Information Science and the Martial Arts: Perspectives on Online Searching.

PUB DATE - Jun 87
NOTE - 13p.; Paper presented at the Pacific Conference on New Information Technology for Library and Information Professionals (1st, Bangkok, Thailand, June 16-18, 1987).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; Foreign Countries; Fundamental Concepts; *Information Science; *Online Searching; Search Strategies; *Training Methods
IDENTIFIERS - *Martial Arts

The relatively new discipline of information science has its origins in the West, while the ancient martial arts have their origins in the East. Despite these differences in age and hemisphere, the two disciplines can be shown to possess many conceptual as well as technical similarities which have evolved quite independently of each other. This paper discusses some of the concepts and techniques inherent in the martial arts and shows how they are being applied in information science--particularly in the branch of online searching. Points of primary importance in the martial arts which are considered and related to searching include: aims and goals; type of character and skills required; form; balance and correct use of power; basic techniques; fighting strategies; common faults; and training. (Author/MAB)

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Administrator Attitudes; *Advisory Committees; Curriculum Design; *Library Administration; *Library Education; Library Technicians; *Nontraditional Education; Organizational Change; *Public Libraries; Two Year Colleges
IDENTIFIERS - *Northland Pioneer College AZ

The public library in the town of Snowflake, Arizona, was administered for some years by a library technician under the supervision of a graduate professional librarian from the Snowflake Unified School District. When the technician departed, a decision was made to have the library board administer and run the library with the assistance of clerical staff. The Department of Library/Media Technology at Northland Pioneer College (NPC) provides the training for the Snowflake Library Board. The courses include "Introduction to Library Services," "Rural Public Library Survival Skills," and "Administration of the Small Public Library"; other courses emphasize assertiveness training, networking, interlibrary cooperation, and communication. A course in computer technologies for libraries is planned for the spring. These courses have been tailored for the individual needs of the Snowflake Public Library and have created an effective learning environment. Current developments include the appointment of a Snowflake Town Council representative to the library board, and the library has applied for Library Services and Construction Act (LSCA) funding in the spring of 1991 for the construction of a new library facility. (MAB)

individual responsible for administering the project for the institution; the major area of project activity; the amount of money awarded for use during the grant period; the U.S. Department of Education grant number; and an abstract summarizing the project goals and activities. Appended tables summarize funding, major activities, and joint projects, and a map showing the states that have benefitted from Title II-C since 1978 is included. (MAB)

ED 330 372 IR 053 575

Schamber, Linda
ERIC on CD-ROM: Update 1990. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 4p.; Updated by Nancy R. Preston. For the 1988 update, see ED 300 031.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Bibliographic Databases; *Computer Software; Microcomputers; Online Searching; *Online Systems; *Online Vendors; *Optical Data Disks; *Reference Services
IDENTIFIERS - *ERIC; ERIC Digests

This digest discusses advantages and disadvantages of CD-ROM use in libraries and information centers and lists features of three CD-ROM versions of the ERIC database--Dialog OnDisc ERIC, OCLC Search CD450, and SilverPlatter ERIC. Brief descriptions of these products focus on the differences among them, including equipment requirements, search modes, sorting, onscreen help, and print documentation. Recent developments and future directions for these CD-ROM systems are also presented. Addresses and telephone numbers for the vendors are provided. (MAB)

Education Management Systems on Florida community college funding, are appended. (JMC)

ED 330 389 JC 910 173

Medina, Ivonne V.
Fact Book, 1989-90.
Puerto Rico Univ., Ponce. Ponce Technical Univ. Coll.
PUB DATE - Aug 90
NOTE - 75p.; For the 1986-87 factbook, see ED 296 753.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - Budgets; *College Faculty; College Libraries; Educational Facilities; *Educational Finance; Enrollment; Higher Education; *Institutional Characteristics; School Personnel; Student Personnel Services; Tables (Data); Technical Institutes; Two Year College Students
IDENTIFIERS - *Puerto Rico; University of Puerto Rico Ponce

Designed to summarize relevant information about the college, to support and facilitate the decision-making process, and to further institutional research at Ponce Technological University College (PTUC), this fact book compiles 1989-90 institutional statistical data in 49 tables and 6 figures. The data tables are presented in three sections dealing with student, academic, and administrative affairs respectively. Section 1 dealing with academic affairs presents data tables on the following: total student headcount enrollments by program, year of study, and sex; full-time enrollments and equivalent enrollments by sex and program; incoming freshmen enrollments by test results, family average yearly income, high school grade point average, and father's educational level; degrees conferred; distribution of faculty by program; faculty leaves, promotions, and teaching load; and distribution of audiovisual and library resources. Section 2, dealing with student affairs, presents data on the following: financial aid distributed; funds granted to students by private donors; orientation services offered; sports activities available; and social and cultural activities sponsored. The final section presents data on administrative affairs including tables on: total net area of physical facilities in use in the college; budget distribution by category; salary cost distribution; equipment and supply cost per program; and distribution of utilities cost. (JMC)

and the model sites evaluation checklists. (JMC)

ED 330 406 JC 910 195

McCoy, Kay R.
An Analysis of Developmental Students in Fall 1990. Report EA91-11.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE - Apr 91
NOTE - 31p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Academic Achievement; Academic Persistence; Basic Skills; College Role; Community Colleges; Comparative Analysis; Developmental Studies Programs; High Risk Students; Longitudinal Studies; Minimum Competency Testing; Predictor Variables; Remedial Mathematics; *Remedial Programs; Remedial Reading; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS - *Maryland; Prince Georges Community College MD

Drawing from studies conducted at Prince George's Community College (PGCC) between 1989 and 1991, this report offers a profile of developmental students at PGCC and an analysis of the remedial education needs of fall 1990 first-time students. The first section of the report reviews findings from a number of statewide and institutional studies involving PGCC, indicating that, in fall 1988, 40% of the entering students statewide needed remediation in reading, 33% in English, and 39% in math; remedial course enrollments at PGCC increased between 1985 and 1989; fall 1980 entrants who had taken developmental courses were slightly less likely to graduate in the next eight years that those who had not; and, as of spring 1988, fall 1984 entrants who had taken at least one developmental course were just as likely to receive a degree from PGCC than non-developmental students, but less likely to have transferred to another school. The second section of the report provides an analysis of the remedial needs of first-time fall 1990 PGCC entrants as determined from English, math, and reading placement test results, comparing these data with the fall 1988 and 1989 cohorts. This section compares remedial student demographic characteristics with those of the general student body and reviews first-semester academic outcomes. The final section of the report examines all students taking at least one developmental course in fall 1990. Selected findings include the following: (1) among fall 1990 entrants tested, older students were more in need of remediation; (2) only 3% of the entering students were able to complete their remedial math work in one semester; and (3) over 33% of entering remedial students took credit courses during their first semester. Data tables, and the final report of a survey of developmental education practices and policies in Maryland community colleges, are appended. (JMC)

IDENTIFIERS - *Subsidized Child Care Services

Seven day care centers in the Denver-Boulder (Colorado) metropolitan an effort to identify the kinds of subsidies they received and to estimate the importance of these subsidies for the cost of services. The sites included a Head Start program, three nonprofit centers, two family day care providers, and an infant care center. Labor accounted for a majority of the centers' costs, with facility costs a significant but less important factor. Food and program costs were minor. Subsidies included: (1) staff wages, which were artificially low in comparison to pay for comparable jobs and the market value of providers; (2) nonmonetary contributions, such as reduced rents and donations for food and supplies; (3) cash contributions; (4) grants from government or philanthropic organizations, including both supply and demand subsidies; and (5) distributional subsidies based on sliding fee scales related to parents' income. Because of the low wage subsidy, parents' child care costs were nowhere near the full costs of the programs. The amount of subsidies varied greatly among programs, from 99 percent of total cost for the Head Start program to 50 percent for the infant care program. (BC)

November 16-19, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Annotated Bibliographies; Child Caregivers; *Child Development; Childhood Needs; Child Rearing; *Day Care; *Infants; *Parent Education; Parenting Skills; Parent Materials; Preschool Education; Preschool Teachers; Staff Development; *Teacher Education; *Toddlers
IDENTIFIERS - Child Behavior; Infant Care; *Training Materials

This presentation suggests books, audiovisuals, articles, and training materials that can serve to introduce new parents and child care workers into the art and practice of high quality infant and child care. The materials described are easy-to-read and addressed to the practitioner. They deal with a wide variety of issues, reflect the best of research and theory, and focus on various infant and toddler needs. Some of the references address interaction between the child care worker and parents. Some provide checklists, budget planning help, and prescriptions for activities and making toys. The extended list of references, many annotated, includes over 130 books and articles and approximately 10 audiovisual materials. (BC)

Swap, Susan McAllister
Schools Reaching Out and Success for All Children: Two Case Studies.
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY - Boston Globe Foundation, MA.; J.M. Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Leon Lowenstein Foundation, New York, NY.
PUB DATE - Sep 90
NOTE - 143p.; Also sponsored by the Aaron Diamond Foundation. For other publications in the Schools Reaching Out series, see ED 318 817, ED 321 907, and PS 019 515-517.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Academic Achievement; Case Studies; Community Involvement; Educational Change; Elementary Education; *Family School Relationship; Parent Participation; *Program Effectiveness; Program Evaluation; Program Improvement; *School Community Relationship; *School Restructuring
IDENTIFIERS - *Partnerships in Education; Schools Reaching Out Project

This research report evaluates a 2-year effort to achieve home-school partnerships and success for all children at two urban schools: P.S. 111 in New York City and the Ellis School in Boston. As conceptualized by the Institute for Responsive Education staff, the process of achieving success for all children required the transformation of school organization and the development of a home-school-community partnership in order to accomplish that transformation. These changes involved the commitment of educators and parents to an explicitly defined mission; changes in curriculum and instructional practices; supportive leadership; and a norm of continuous improvement. Data were obtained through document review, surveys, observations, and interviews. Findings indicated that P.S. 111 and the Ellis School were very successful in initiating activities that reached out to parents and community members. However, the two pilot schools differed in developing the scaffolding that would lead to success for all children. Also included in the report are descriptions of site visits to schools in Maryland and California where successful models or promising practices leading to parent involvement or success for all children were implemented. Citations number 34. (RH)

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classification; Classroom Research; *Cultural Differences; *Elementary School Students; Ethnicity; Ethnography; *Friendship; Grade 5; Intermediate Grades; Interpersonal Relationship; *Peer Relationship; Preadolescents; Racial Differences; Sex Differences; Socioeconomic Status; Urban Areas
IDENTIFIERS - Symbolic Interactionism

The purpose of this ethnographic study was to examine friendships of early adolescents in a culturally diverse fifth grade class in an urban elementary school in the southeastern United States. The study described and interpreted the experiences of being a friend and having a friend in a culturally diverse classroom. The approach was grounded in symbolic interactionist theory; executed with ethnographic procedures; and guided by constant comparison analysis. Findings indicated that children's friendships were established through frequently rehearsed low verbal protocols. Children negotiated their friendships through strategic adaptation to the parameters of togetherness, being nice, not fighting, and circumvention. Friends were described inclusively rather than exclusively. Friends were described primarily by gender, and across race, ethnicity, and socioeconomic status features. Emergent cultural dissonance related to drugs, transiency, and being a runaway acutely affected children's friendships. A list of 61 references is included. (Author)

that a problem exists, but figure someone else will take care of it. During "realization," there is concern that a major part of the problem is a world population which is too large to support. In the "shallow ecology" stage, people realize that society is facing a serious problem, but assume that technology, economics, or politics will solve the problem. The final stage of "deep ecology" sees preserving the integrity of the ecosystem as the major goal. The document includes an outdoor ethics worksheet for outdoor educators to use with students to help them develop ethical guidelines prior to an outdoor trip. A list of 73 selected readings, newsletters, and journals on outdoor and environmental ethics also are provided. (KS)

ED 330 509 RC 018 055

Hodgkinson, Harold L.; And Others
The Demographics of American Indians: One Percent of the People; Fifty Percent of the Diversity.
Institute for Educational Leadership, Washington, D.C.
PUB DATE - Nov 90
NOTE - 36p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS - *Alaska Natives; American Indian Reservations; *American Indians; *Demography; Educational Attainment; Elementary Secondary Education; Higher Education; Poverty; Tables (Data); *Tribes

This publication draws on census figures and various other sources to pull together the available demographic data on American Indians and Alaska Natives. According to census figures, in the United States in 1988 there were 1.7 million Native Americans belonging to about 500 tribes and native groups and speaking about 200 languages, but only 308 groups have a relationship with the federal government. Consequently, federal Indian agencies use numbers different from those used by the Census Bureau. Sections on population and residence (1) compare American Indian population, age, birth rate, infant mortality, mortality rate, suicide rate, and poverty rate to figures for total U.S. and non-White populations; (2) estimate numbers of Indians living on or near reservations in 21 states; and (3) provide details on the 10 states with largest Indian populations, the 10 largest tribes, and the 10 most populous reservations. The section on health discusses birth rates, infant mortality rates, mortality rates and leading causes of death, alcoholism death rates, and life expectancy. Sections on education and employment examine school enrollments; high school dropout rates; higher education enrollment; educational risk factors; associate, bachelor, and masters degrees awarded in selected subject areas, and unemployment. This publication contains 23 references and 22 data tables, graphs, and maps. (SV) community. Many of the resources are information packages used at workshops or in other group learning settings. The Resource Catalogue section devotes a page of information about each resource. Each entry includes the title, a description of the materials, the format of the materials, methods of presenting or delivering the information, the state of origination, information on availability including address and phone number, and cost, if any. (KS)

ED 330 529 RC 018 082

Franks, M. Eugene; And Others
A Profile of a Dropout Population in a Native American High School: A Local Perspective.

PUB DATE - Apr 90
NOTE - 17p.; Paper presented at the Annual American Education Research Association meeting (Boston, MA, April 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *American Indian Education; American Indian Reservations; *Dropout Rate; Dropout Research; Dropouts; *Grade Repetition; High Risk Students; High Schools; Sex Differences; *Student Attrition
IDENTIFIERS - Bureau of Indian Affairs; *Mississippi Band of Choctaw (Tribe); Native Americans

This paper reports on phase 1 of a four-part study investigating the exceptionally high dropout rate among a specific Native American population (the Mississippi Choctaw). The population for this study was the eighth grade class enrolled in the six schools operating on the Mississippi Band of Choctaw Indian reservation. Researchers used the longitudinal method to follow all entering eighth grade students in the fall of 1984 for 3 years. The total dropout rate from Choctaw High School was 83%. Between the 8th and 9th grade and between the 9th and 10th grade, a greater percent of girls than boys dropped out; however, between the 10th and 11th grade and the 11th and 12th grade, a greater percent of boys dropped out. Forty-one percent (41%) of the eighth grade students were retainees. Of these students, 74% were retained once between 8th and 12th grade, 21% were retained twice, and 5% were retained three times. Further studies should explore what has happened to the students who did not graduate on time and identify unique characteristics of the dropout problem for Choctaw students. The study suggests severe instructional shortcomings; therefore, remedial and enrichment classes and summer school should be considered, and the policy of retention be researched. (KS)

Educational Progress, Princeton, NJ.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 146p.; The entire Report consists of a composite report, an executive summary, and 40 separate reports for 37 states, DC, Guam, and the Virgin Islands, respectively; see SE 052 055-096.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Calculators; *Educational Assessment; Family Environment; *Grade 8; Homework; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Skills; Mathematics Tests; National Programs; Problem Solving; Public Schools; *State Programs; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Television Viewing
IDENTIFIERS - *Alabama; National Assessment of Educational Progress; *Numeracy; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Alabama, 2,531 students in 98 public schools were assessed. This report describes the mathematics proficiency of Alabama eighth-graders, compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Alabama students had an average proficiency of 252 compared to 261 nationwide. Many fewer students (Alabama-7%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW) mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Kentucky, 2,680 students in 104 public schools were assessed. This report describes the mathematics proficiency of Kentucky eighth-graders, compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Kentucky students had an average proficiency of 256 compared to 261 nationwide. Many fewer students (Kentucky-8%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

NAEP's history, voluntary state-by-state assessments (37 states, the District of Columbia, Guam, and the Virgin Islands) were made. The sample was designed to represent the 8th grade public school population in a state or territory. The 1990 TSA covered five mathematics content areas (numbers and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions). In Oregon, 2,708 students in 106 public schools were assessed. This report describes the mathematics proficiency of Oregon eighth-graders, compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments), presents the average proficiency separately for the five content areas, and summarizes the performance of subpopulations (race/ethnicity, type of community, parents' educational level, and gender). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of math instruction (availability of resources, type); use of calculators; educational background of teachers; and conditions facilitating math learning (e.g., hours of television watched, absenteeism). On the NAEP math scale, Oregon students had an average proficiency of 271 compared to 261 nationwide. Many fewer students (Oregon-18%; U.S.-12%) appear to have acquired reasoning and problem solving skills. (JJK/CRW)

Approaches, designs, and techniques for evaluating educational programs and projects are discussed in this volume. Evaluation has become a permanent concern both for those who determine the major orientation of social and economic policies and for those who are charged with their implementation. The volume is divided into three integrated and mutually dependent parts. Part 1 focuses on major theoretical, methodological, and operational issues in evaluation, in particular educational evaluation. In part 2, the real and practical world of educational evaluation is examined. This part focuses on some important principles and practices in the evaluation of various educational areas including primary education, literacy, and technical/vocational education. Part 3 is the core of the entire work as it attempts to bridge the gap between theoretical and methodological prescriptions for educational evaluation and its practice. In this part, three concrete practical experiences, all from developing countries, are presented that draw upon the theoretical and methodological considerations presented in parts 1 and 2. A final section offers recommendations that largely address the issues of educational evaluation in developing countries and presents strategies for capacity-building. A number of figures and tables appear throughout the volume, and a 98-item bibliography is included. (DB)

also are included in this document. (DB)

ED 330 618 SO 030 277

The Pocketbook Issues: AFL-CIO Policy Recommendations for 1990.
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
PUB DATE - 89
NOTE - 36p.; Reprinted from the Report of the Executive Council of the AFL-CIO to the Convention (18th, Washington, DC, November, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Business; Economic Factors; *Economics; Employment; International Trade; Investment; *Labor Demands; Labor Economics; Mergers; *Unions
IDENTIFIERS - *AFL CIO

Adopted by the 18th Convention of the AFL-CIO, this document contains discussions and resolutions in four areas: economics; international trade and investment; takeovers, mergers, and leveraged buyouts; and employment and training. The discussion on the economic situation focuses on unemployment and the economy, inadequate jobless benefits, jobs created, the service economy, dislocated workers, regional and urban problems, struggling families, soaring executive pay, productivity issues and national budget trends. The national economy resolution which follows the discussion sums up the most pressing problems raised and suggests measures the nation needs to take to reverse the policies of the past and improve prospects for all Americans. The discussion on international trade and investment looks at the U.S. trade deficit, the U.S.-Canada free trade agreement, and international trade and investment. The third area--takeovers, mergers and leveraged buyouts--covers corporate indebtedness and job loss. Employment and training, the fourth area, speaks to full employment, training, and labor market institutions. In each case, resolutions embodying policy recommendations for resolving the problems reviewed follow the discussions. (DB) and imagination. Overall, females rated higher than males and teachers considered attractive were given higher ratings than teachers considered average and unattractive. (IAH)

ED 330 642 SP 032 669

Hawley, Willis D.
The Prospects for Collaboration between Schools and Universities To Improve American Education.

PUB DATE - 90
NOTE - 45p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Beginning Teachers; *College School Cooperation; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; School Restructuring; Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS - Knowledge Base for Teaching; Professional Development Schools

Collaboration between schools and institutions of higher education (IHE) is usually effective only when values are shared and mutual dependencies are recognized. These conditions are uncommon. The foundation upon which such collaboration could be developed requires several building blocks: (1) developing shared goals regarding teacher learning; (2) minimizing the fragmentation of responsibility for teacher learning; (3) developing more effective strategies for evaluating teaching; (4) belief in the scientific bases for the art of teaching; (5) clarification and modification of respective roles; (6) development of new institutional arenas for collaboration; (7) restructuring schools to facilitate teacher learning; (8) creation of markets for quality in teacher preparation and inservice professional development. Forces that might encourage more effective collaboration include: the diminishing mystique of colleges and universities, the diminishing roles of IHEs in the education of teachers, the professionalization of teaching, technology, and increasing interest in content pedagogy. Steps toward increased collaboration may not be taken, however, because of uncertainty about the purposes of teacher preparation, increased capacity of schools to provide for teacher training, limited capacity of IHEs to take on new roles related to teacher education, inadequate modes of funding, the IHE/school status schism, and the need for top level leadership. (36 references) (IAH)

ED 330 643 SP 032 780

King, Irvin L.; Smith, James R.
The Role of the Partnership School in the Undergraduate Teacher Training Program at the University of Hawaii.

PUB DATE - 90
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *College School Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Development; School Restructuring; *School Role; Student Teacher Supervisors; Teacher Role
IDENTIFIERS - National Network for Educational Renewal; *Professional Development Schools; University of Hawaii

Hawaii, through the Hawaii School/University Partnership, is 1 of 14 partnership states in the National Network for Educational Renewal. The partnership envisions the use of partnership schools to improve the quality of teacher training while simultaneously renewing and revitalizing the schools. This paper examines the role the partnership schools might play in the undergraduate teacher training program at the University of Hawaii, focusing on the following topics: (1) features of the partnership school; (2) roles of university and school staff; (3) difficulties associated with establishing secondary level partnership schools; (4) selection of school sites; and, (5) advantages and problems for the college, college coordinator, classroom teacher, and school. Recommendations are made for following a cautious approach in the establishment of partnership schools in Hawaii. (IAH)

ED 330 644 SP 032 879

Clarke, Robert; Snow, Gordon
Relating the Curriculum Study to Staff Development.

PUB DATE - 17 Nov 90
NOTE - 10p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Accountability; Audits (Verification); Board of Education Policy; *Curriculum Development; Curriculum Evaluation; *Curriculum Research; Educational Needs; Educational Principles; Elementary Secondary Education; *Inservice Teacher Education; *Needs Assessment; *Program Development; *Staff Development
IDENTIFIERS - *Curriculum Audits

Staff development is a school district activity that is generating more activity and becoming more expensive. As the amount of dollars spent increases, so will the demands for accountability and results. Traditional methods for determining staff development programs are inadequate or incomplete. A more effective method is to relate the staff development activities to a comprehensive curriculum study, such as a curriculum audit. The result will be that the activities related to staff development will also be related to correcting recognized weaknesses in the curriculum. The concept of a curriculum audit and its subsequent stages are described, and an outline is given of the steps taken to conduct such an audit by the Crestwood (PA) School District. It is noted

ED 330 665 SP 032 977

Kraft, Robert E.
Gender Differences in the Supervisory Process.

PUB DATE - 91
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Elementary Secondary Education; Females; Higher Education; *Interaction Process Analysis; Males; Physical Education Teachers; *Sex Bias; *Sex Differences; *Student Teacher Supervisors; *Supervisory Methods; Teacher Student Relationship; Teacher Supervision

This study sought to determine whether a male physical education supervisor's interactions differ between male and female student teachers. The instrument used, Blumberg's System for Analyzing Supervisor-Teacher Interaction, included an interaction matrix permitting many analyses, comparisons, and descriptive observations within categorized percentages. Post-lesson conferences between supervisors and student teachers (N=12, 6 male and 6 female) were tape recorded. Examination of the interaction matrix yielded the following results: (1) females asked the supervisor for information, opinions, or suggestions nearly three times as often as males; (2) the supervisor sought information, opinions, or suggestions to a greater extent from males than from females; (3) the supervisor had more concern for methodology with females; (4) the supervisor made a greater attempt to control the behavior of the females; (5) the supervisor accepted or utilized the ideas of males more often than those of females; (6) the percentage of teacher talk was higher among females; and (7) the supervisor spent more time telling the female teachers what to do rather than asking for ideas, while the reverse was true for male teachers. (JD)

ED 330 666 SP 032 978

Harris, Larry B.
Teacher Induction Partnerships: An Examination of a Teacher Induction Partnership between Wayne State College and Regional and Local Education Agencies.

PUB DATE - 20 Feb 91
NOTE - 28p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Administrator Attitudes; *Beginning Teacher Induction; *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Master Teachers; Mentors; *Program Development; Program Effectiveness; Rural Schools; School Districts; Teacher Attitudes
IDENTIFIERS - Wayne State College NE

Novice teachers often face personal and professional stresses during their first year of teaching because of lack of experience, support, and guidance. In response to these problems, Wayne State College, 2 Nebraska Educational Service Units, and 37 local school districts in Northeast Nebraska entered into a partnership

ED 330 685 SP 033 006

Smith, Hilton
Foxfire-Affiliated Teacher Networks.
PUB DATE - 6 Apr 91
NOTE - 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classroom Environment; *Curriculum Development; Educational Innovation; Elementary Secondary Education; Graduate Students; Inservice Teacher Education; Learning Strategies; *Networks; Outreach Programs; *Staff Development; *Summer Programs; *Teacher Attitudes; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS - Empowerment; *Foxfire

The original Foxfire program evolved into the Foxfire Teacher Outreach program during the 1980s, providing an approach to classroom instruction applicable to all content areas and grade levels. It is a student-centered, hands on, community-based generally for 2 weeks in the summer. Teacher networks are test-driven). The Foxfire Course for Teachers is provided at many colleges and universities, usually for graduate credit and generally for 2 weeks in the summer. Teacher networks are formed to provide support, with one person acting as network organizer at each site. Each course graduates a group of teachers who implement the Foxfire approach in their classrooms. Network members who participate in Foxfire-affiliated networks benefit by gaining opportunities to continue growth in an approach to instruction. Networks provide opportunities for teachers to develop leadership. Teachers are able to gain a sense of making a difference by being part of something larger. The primary Teacher Outreach grant runs out in June 1991, but the program will continue in an altered fashion. Currently, over 10 networks have been formed, and in one school, the entire staff is being trained. Two appendixes offer "The Foxfire Approach: Perspectives and Core Practices" and a network coordinator job description. (SM)

ED 330 686 SP 033 009

Metcalf, Kim K.
The Efficacy of a Research-based Training Regimen on the Instructional Clarity of Preservice Teachers.

PUB DATE - 3 Apr 91
NOTE - 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classroom Communication; Elementary Secondary Education; Higher Education; Microteaching; Preservice Teacher Education; *Skill Development; *Student Teachers; *Teacher Behavior; Teacher Effectiveness; *Teacher Improvement; *Teaching Skills
IDENTIFIERS - *Clarity

The purpose of this study was to determine whether preservice teachers can be trained to be more clear during instruction and whether a causal relationship exists between teacher clarity and student achievement. A review of literature in teacher education, business, and industrial training revealed that no intact,

ED 330 705 TM 016 273

Sunal, Dennis W.; And Others
Use of LAN Technology To Enhance the Quality of Field Based Teacher Education Programs.
PUB DATE - Apr 91
NOTE - 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; *Computer Uses in Education; *Education Majors; Electronic Mail; Elementary Secondary Education; Facsimile Transmission; *Field Experience Programs; Higher Education; *Local Area Networks; *Program Improvement; *Teacher Education Programs; Teacher Supervision

The adaptation and use of local area network (LAN) computer technology as an educational enhancement and as a social process in a university teacher education program were studied. The LAN technology, electronic bulletin board, and facsimile machines were used to enhance university supervised clinical settings for novice teachers in the public schools. Fifty-eight novice teachers (students in a teaching methods course) were grouped into one control group and two experimental groups in four teacher education field placement sites. All novice teachers were able to consult with faculty members by telephone or through visits; those at the experimental sites had access to electronic mail and facsimile equipment after training in its use. Subjects answered a survey, completed a journal, and wrote an essay to provide information about their communication with the teacher education faculty during their field experience. Interviews and observations provided additional data. Ease of contact, attitude toward use of technology in schools, types of message content, and frequency of communications increased for participants in experimental groups. It is suggested that LAN technology can effectively support field-oriented teacher education programs. Seven tables present study data. (SLD)

ED 330 706 TM 016 274

Edwards, Lynne K.; Meyers, Sarah A.
Robust Approximations to the Non-Null Distribution of the Product Moment Correlation Coefficient I: The Phi Coefficient.

SPONS. AGENCY - Minnesota Supercomputer Inst.
PUB DATE - Apr 91
NOTE - 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Computer Simulation; *Correlation; Educational Research; *Equations (Mathematics); Estimation (Mathematics); *Mathematical Models; Psychological Studies; *Robustness (Statistics)
IDENTIFIERS - *Approximation (Statistics); Nonnull Hypothesis; *Phi Coefficient; Product Moment Correlation Coefficient

Correlation coefficients are frequently reported in educational and psychological research. The robustness properties and optimality among practical approximations when phi does not equal 0 with moderate sample sizes are not well documented. Three major approximations and their variations are examined: (1) a normal

ED 330 724 TM 016 325

West, Sandra S.; Denton, Jon J.
An Empirical Validation of the Instrument: Student Perceptions of Teaching Effectiveness.
PUB DATE - Apr 91
NOTE - 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classroom Techniques; *Construct Validity; *Content Validity; Factor Analysis; Higher Education; Secondary Education; *Secondary School Students; Secondary School Teachers; State Programs; Student Attitudes; *Student Evaluation of Teacher Performance; Student Teachers; Teacher Certification; *Teacher Effectiveness; Teacher Interns; Test Validity
IDENTIFIERS - Experts; *Student Perception of Teaching Effectiveness; *Texas Teacher Appraisal System

An assessment of the Student Perception of Teaching Effectiveness instrument (SPTE) is presented. The SPTE was developed to assess teaching interns' performance from the student's viewpoint. The Texas Teacher Appraisal System was selected as the content base for the development of the SPTE. The Texas system covers instructional strategies, classroom management and organization, presentation of subject matter, learning environment, and professional growth and responsibilities; the latter aspect was not addressed by the SPTE. This study sought to determine whether the SPTE provides useful information about the teacher's classroom effectiveness. The SPTE was administered to 480 secondary school students taught by 10 interns in an alternative teacher certification program. The SPTE's content validity was addressed through expert agreement; construct validity was explored with factor analysis. The SPTE was determined to exhibit content validity with respect to the state-required teacher observation system. However, the factor analysis yielded only a modest alignment of the empirical structure of the SPTE with the logically based structure of state-required teacher observation system. Ten tables, 3 figures, and a 62-item list of references are included. (TJH)

ED 330 725 TM 016 332

Friedrich, Katherine R.
The Importance of Structure Coefficients in Parametric Analyses.

PUB DATE - Apr 91
NOTE - 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Analysis of Variance; *Factor Analysis; *Heuristics; *Multiple Regression Analysis; *Predictor Variables; Programing
IDENTIFIERS - Collinearity; *Parametric Analysis; *Structure Coefficients; Univariate Analysis

The recognition that all parametric methods are interrelated, coupled with the notion that structure coefficients are often vital in factor and canonical analyses, suggests that structure coefficients may be important in univariate analysis as well. Using a small, heuristic data set, this paper discusses the importance of structure coefficients for the univariate case and

ED 330 744 UD 027 962

The Education of Youth in DFY Residential Programs.
New York State Div. for Youth, Albany.
PUB DATE - 15 Oct 90
NOTE - 71p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Bilingual Education; *Daily Living Skills; Delinquency; *Delinquent Rehabilitation; Elementary Secondary Education; High Risk Students; Remedial Instruction; *Residential Programs; *Special Needs Students; *Vocational Education; Youth Programs
IDENTIFIERS - *Adjudicated Youth; *New York State Division For Youth

This report describes educational programs at New York State Division for Youth (DFY) residential facilities. It provides an overview of the services offered to prepare adjudicated youth for successful return to the community. The Division's residential education services encourage student growth in cognitive, affective, and vocational skill areas. Division programs aim to engage students in the learning process and to impart transferable skills needed for future academic and employment success. The report is divided into four sections. Section I, "Introduction," contains an overview of the Division's system, describes its mission and goals, and includes a profile of the youth to be served. Section II, "Preparation of Youth During Placement," outlines the spectrum of educational services tailored to meet individual needs of Division youth and summarizes the learning environments and innovative academic approaches employed. Section III, "Facility Education Services," presents descriptions, narratives, and outcomes for a range of facility programs, and highlights specialized curricula and model programs in different academic and vocational areas. Section IV, "Integration into the Community," describes programs and initiatives designed to help youth reenter the community upon facility release, including community partnerships, specialized transitional programs, and the development of interagency mechanisms to promote services for at-risk youth. (AF)

ED 330 745 UD 027 964

Educating Homeless Children and Youth: How Are We Measuring Up? A Progress Report, School Year 1989-90.
Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.
PUB DATE - 90
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Consciousness Raising; *Cooperative Programs; *Demonstration Programs; Elementary Education; *Homeless People; Program Evaluation; Public Housing; Questionnaires; *School Policy; State Programs
IDENTIFIERS - *Maryland; Partnerships; *Shelters

During the 1989-90 school year, the state of Maryland focused on heightening awareness, reaffirming commitments, and establishing partnerships between schools and shelters to ensure that homeless students had access to and success in school. The following accomplishments are outlined: (1) 21 local school districts implemented local policies and procedures for registration, transfer, and withdrawal of homeless students; (2) 30 site visits

ED 330 763 UD 028 001

Ramey, Madelaine
Interagency Programs Review, 1989-90. Report No. 90-5.
Seattle Public Schools, Wash.
PUB DATE - Dec 90
NOTE - 57p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Agency Cooperation; Case Studies; Cooperative Programs; *Delinquency Prevention; *Delinquent Rehabilitation; *Educational Cooperation; Elementary Secondary Education; *High Risk Students; High School Equivalency Programs; Homeless People; *Probationary Period; Program Evaluation; Student Attitudes; Urban Schools
IDENTIFIERS - Seattle Public Schools WA; *Washington (Seattle)

This report evaluates the Seattle (Washington) Public Schools Interagency Programs, a joint state-city-school district effort to educate youth who are on parole or probation. Since its inception in 1970, the program has expanded to include homeless youth, youth who are practicing or recovering substance abusers, and other youth who are at-risk of juvenile delinquency. Each site was assessed in terms of the following program objectives: (1) regular attendance; (2) the student's ability to set goals and measure progress toward those goals; (3) improvement in mathematics and reading achievement; and (4) positive school experience. Evaluation information was drawn from observations and staff interviews at the 13 program sites, a student survey, and student records. Each program is described, including a case study of a typical client, a summary of responses to the student survey, and an assessment of program outcomes. Cross-site student concerns are summarized. Recommendations include a reexamination of behavioral, attendance, and achievement objectives, improvements in developing and reporting student objectives, and incorporation of student suggestions. A description of how preprogram attendance was determined, and analyses of student responses to two survey questions are appended. (FMW)

ED 330 764 UD 028 002

Ramey, Madelaine
Compensatory Education Sustained Gains from Spring 1985 to Spring 1987. Report No. 90-4.
Seattle Public Schools, Wash.
PUB DATE - Oct 90
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Achievement Gains; Compensatory Education; Computer Assisted Instruction; *Conventional Instruction; Elementary Education; *Instructional Effectiveness; Program Evaluation; Reading Consultants; *Remedial Instruction; Tutoring; Urban Schools
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1; Seattle Public Schools WA; *Washington (Seattle)

This report examines the effectiveness of four different instructional models used to deliver compensatory education in 1985-86 in Seattle (Washington) by analyzing "sustained gains" in student achievement. A student's "sustained gain" is the reading or mathematics achievement test score gain between spring 1985 and spring 1987, a period that included 1 year of compensatory education in 1985-86. Students may have been served by one of the that not all audit recommendations can be addressed through staff development and that some latitude for staff-initiated staff development activities should be provided, preferably after the audit and its recommendations are made available for scrutiny. (Author/IAH)

ED 330 645 SP 032 883

Francis, Mary Louise
CCP: A Diagnostic/Prescriptive Approach to Remediation for "At Risk" Students.

PUB DATE - 16 Nov 90
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Competency Based Education; *Computer Assisted Instruction; *Computer Managed Instruction; *Diagnostic Teaching; Elementary Secondary Education; *High Risk Students; *Individualized Instruction; *Mastery Learning; Multimedia Instruction; Remedial Programs
IDENTIFIERS - *Comprehensive Competencies Program

The Comprehensive Competencies Program (CCP) is an alternative educational approach specializing in diagnosing deficiencies and prescribing appropriate learning materials (print, computer, audio-visual) at the correct level to help students progress toward "mastery" of their learning objectives. Academic subject areas include math, English as a Second Language (ESL), reading, writing, social studies, and science. "Functional" subject areas include occupational knowledge, consumer economics, government and law, citizenship competencies, health resources, and community resources. This competency-based program is individualized and self-paced. The computer management system allows for immediate feedback with unit tests after each sequence of lessons, and level tests after each sequence of units. Students receive individualized attention in a supportive environment. At-risk learners need a learning environment that is efficient, nonthreatening, and supportive, with real-life relevance and clearly stated learning goals. The CCP diagnostic/prescriptive approach can successfully be used with this at-risk population as a remedial "add on," a replacement for one or more subject area classes, or a completely alternative program of instruction in basic skills. (IAH)

ED 330 646 SP 032 923

Henderson, Karen L.; Henderson, David L.
Distribution of College Grades in Introductory Algebra Using the Lecture and Self-Paced Methods.

PUB DATE - 90
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Algebra; *College Instruction; College Students; Comparative Analysis; Conventional Instruction; Dropout Rate; *Grades (Scholastic); Higher Education; *Individualized Instruction; Introductory Courses; *Lecture Method; *Pacing
IDENTIFIERS - Sam Houston State University TX

A research study conducted at Sam Houston State University (Texas) compared the final grades of students who chose the lecture method

designed expressly to be an effective induction program for a rural region. The partnership program, named the Northeast Nebraska Master Teacher Partnership (NNMTP), relies heavily on master teachers, or mentors, in providing guidance and assistance for beginning teachers. Development and implementation of the partnership has gone through seven major stages, including a college-based summer training program for administrators and master teachers. The master teachers in the program were chosen for their excellent teaching, educational background, professional activity, and desire to work with beginning teachers. Preliminary assessment of the program was performed through a survey of beginning teachers, mentors, and administrators. Results indicate that the program has been beneficial to beginning teachers and has yielded improved classroom instruction. (25 references) (IAH)

ED 330 667 SP 032 979

Loadman, William E.; Deville, Craig W.
The NTE As a Measure of General Academic Ability: Implications for Teacher Education.

PUB DATE - Oct 90
NOTE - 20p.; Paper presented at a meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; Achievement Tests; Correlation; Elementary Secondary Education; Grade Point Average; Higher Education; *Predictor Variables; Preservice Teacher Education; State Standards; *Teacher Certification; Test Use
IDENTIFIERS - ACT Assessment; *National Teacher Examinations; Ohio; Ohio State University; *Teacher Testing

In 1987 the Ohio State Board of Education adopted new requirements for teacher education and teacher certification. This included the implementation of competency testing in Ohio, using the National Teacher Examination (NTE) as the certification examination. Correlation and regression analyses were performed on data collected between 1982 and 1989 on Ohio State University (OSU) teacher education graduates. Grade point average (GPA) and American College Testing (ACT) composite scores, and NTE results were correlated. In general, the high correlations were among the NTE measures and between these measures and the ACT scores. Regression analyses of the data indicated that ACT proved to be a better predictor of the NTE scores than GPA. The data suggest that efforts to improve the quality of OSU teacher education students should focus on students with higher ACT scores. Many educators advocate the development of a more comprehensive student assessment program that more accurately reflects the complexity and richness of teaching. Appendixes include seven tables displaying the data. (IAH)

ED 330 668 SP 032 980

Klug, Beverly J.; Salzman, Stephanie A.
Strengthening the Team: An Inclusive Model of University/School District Support for Novice Teachers.

PUB DATE - Feb 90
NOTE - 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (New Orleans, LA, February 16-20, 1991).
LANGUAGE - English

empirically verified training regimen exists. As a result, training research findings were aggregated to construct a model, the Clarity Training Program (CTP), which would provide skill development in the appropriate use of 17 specific teacher behaviors that make instruction clearer. Preservice teachers (N=73), enrolled in four sections of an educational methods course, were randomly assigned to treatment in a modified Solomon Four Group design. Experimental group teachers received 8 weeks of training in the use of the 17 behaviors which make instruction clearer. Before and after training, subjects taught short lessons while being videotaped; learners completed tests of content and rated their satisfaction with the teaching. Statistical analyses revealed that training brought about highly significant improvements in teachers' clarity and ability to produce student learning. Data, including a list of discriminating clarifying behaviors, are displayed in six tables. (SM)

ED 330 687 SP 033 011

Byra, Mark; Marks, Mary C.
Preservice Teachers' Planning and Teaching Behaviors in a Clinical Setting.

PUB DATE - Apr 91
NOTE - 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Databases; Early Childhood Education; *Feedback; Field Experience Programs; Gymnastics; Higher Education; *Lesson Plans; Physical Education; *Preservice Teacher Education; Student Teachers; *Teacher Behavior; *Teacher Improvement; Teacher Student Relationship; *Teaching Skills

This study investigated selected planning and teaching behaviors in 15 undergraduate physical education-teacher education majors over 8 weeks of clinical teaching experience, examining the effect of databased feedback intervention on their preactive and interactive behaviors. Each preservice teacher planned and taught two 30-minute lessons (in gymnastics and fundamental movements) twice weekly for 8 weeks to 1 randomly assigned learner 3-5 years of age. Each teacher was required to develop two instructional objectives for each lesson and procedures for realizing the objectives. Video-audiotapes of the lessons and corresponding lesson plans provided the data for analysis. Subjects received databased feedback (written and verbal information about their lesson plans and teaching behaviors) from university supervisors at four intervals. Results show that during the 8 weeks, their planning and teaching behaviors changed following objective feedback. Subjects could write complete lesson objectives consistently and incorporate task progressions and critical skill cues into their lesson plans quickly after receiving the databased feedback. They also provided specific feedback at higher rates, maintained higher levels of learner time-on-task, and decreased the ratio of general to specific feedback statements. A list of 56 references is included. (SM)

ED 330 688 SP 033 013

Byra, Mark; Sherman, Michael
Preactive and Interactive Decisions of Experienced and Inexperienced Novice Teachers.

approximation of Fisher's Z, N(sub 1) (R. A. Fisher, 1915); (2) a student's t based approximation, t(sub 1) (H. C. Kraemer, 1973; M. Samiuddin, 1970), which replaces for each sample size the population phi with phi*, the median of the distribution of r (the product moment correlation); (3) a normal approximation, N(sub6) (H. C. Kraemer, 1980) that incorporates the kurtosis of the X distribution; and (4) five variations--t(sub2), t(sub 1)', N(sub 3), N(sub4), and N(sub4)'--on the aforementioned approximations. N(sub 1) was found to be most appropriate, although N(sub 6) always produced the shortest confidence intervals for a non-null hypothesis. All eight approximations resulted in positively biased rejection rates for large absolute values of phi; however, for some conditions with low values of phi with heteroscedasticity and non-zero kurtosis, they resulted in the negatively biased empirical rejection rates. Four tables contain information about the approximations. (Author/SLD)

ED 330 707 TM 016 275

Edwards, Lynne K.
Applying the Generalized Sequential Bonferroni Method to a Set of Planned and Post Hoc Comparisons.

SPONS. AGENCY - Minnesota Supercomputer Inst.
PUB DATE - Apr 91
NOTE - 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Comparative Analysis; *Equations (Mathematics); *Mathematical Models; Statistical Analysis
IDENTIFIERS - *Bonferroni Procedure; *Planned Comparisons; Post Hoc Methods; Weighted Data

This study analytically examined the multiple comparison procedures for testing a combined set of planned and post hoc comparisons. To establish a practical guideline, the following issues were investigated: (1) when the generalized sequentially rejective Bonferroni method (GSRB) is and is not applicable; (2) the required alpha levels for the GSRB compared with six alternatives (classical Bonferroni (CB)-CB, CB, sequentially rejective Bonferroni (SRB)-SRB, SRB, planned comparison-SRB, and a procedure proposed by R. Rosenthal and D. B. Rubin (1984); and (3) the optimal weighting system for the GSRB. When a combined set of planned and post hoc comparisons is tested in the same study, the GSRB can be used with W, which represents the weight for each planned comparison set to n, the number of post hoc comparisons (i.e., W=n if n is greater than or equal to 2, otherwise W=2 and W=1 for the post hoc comparisons). If the planned comparisons are orthogonal and each is tested at the per comparison level, the GSRB is not recommended. Instead, the SRB can be applied to the post hoc portion of the comparisons. A numerical example with data for four groups was used to illustrate seven multiple comparison procedures. Although the procedures of controlling for the inflated Type I error arising from the multiplicity of tests remain controversial, the GSRB seems promising in conducting a combined set of planned and post hoc comparisons. Four tables contain illustrative data. (SLD)

ED 330 708 TM 016 276

Schafer, William D.; Wang, Yuh-Yin
Graphical Description of Johnson-Neyman Outcomes for Linear and

then extends this discussion to all parametric procedures. More specifically, a multiple regression analysis, with three independent variables, was conducted. Examination of the intercorrelations between predictors indicated that there was some degree of collinearity. Beta weights, structure coefficients, and other parametric procedures were used when appropriate. Regression coefficients and structure coefficients represent two different types of information. It is suggested that serious misinterpretations of results can occur if structure coefficients are not used in some analyses. The Statistical Analysis System program used to analyze the heuristic data involved in this study, three tables, and a 19-item list of references are included. (TJH)

ED 330 726 TM 016 333

Palomares, Ronald S.; Friedrich, Katherine R.
Conceptual Underpinnings and Historical Perspectives on Evaluating Test Bias.

PUB DATE - Jan 91
NOTE - 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 24-26, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Educational History; *Evaluation Methods; Literature Reviews; *Mathematical Models; *Predictive Measurement; Regression (Statistics); *Test Bias; Test Validity

Various classical approaches to evaluating test bias are reviewed, and their conceptual underpinnings are discussed. Bias is examined as it relates to predictive validity, rather than construct validity. One of the first test bias models was developed by T. A. Cleary (1968). Cleary's work with test bias and regression stimulated others to develop related methods. One of the first to do so was R. L. Thorndike. Thorndike actually developed a selection model, not a definition of test bias, because his model imposes a method to ensure the fair use of a test in selection procedures. The restatement of the models of Cleary and Thorndike by R. B. Darlington (1971) is also appropriate for ensuring fair selection, but not for the determination of test bias. The definition of bias of A. R. Jensen (1980) is inclusive and gives a clear statistical definition of bias in that it is, in fact, the definition of a biased predictor. A test is considered biased with respect to predictive validity when there is a significant difference between the majority and minority groups as found between the slopes, intercepts, or standard errors of estimates. The emphasis is on the predictive ability of the test, and not some internal property of the test itself. Five graphs illustrate the text. (SLD)

ED 330 727 TM 016 346

Catrambone, Richard
The Effects of Labels on Learning Subgoals for Solving Problems.

PUB DATE - 89
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Algebra; Comparative Analysis; Higher Education; *Learning Strategies; Novelty (Stimulus Dimension); *Objectives;

were conducted to feeder elementary and middle schools and 17 site visits were conducted at homeless shelters; (3) technical assistance was provided to feeder elementary schools and middle schools through 11 staff awareness sessions; (4) the first annual statewide conference on the education of homeless children and youth was planned and implemented; (5) a statewide tracking system for homeless children was maintained to provide accurate unduplicated statistical data; (6) an annual report and two brochures containing information about homeless children and youth were published and distributed; and (7) seven exemplary practices that meet the educational needs of homeless students were identified. Recommendations to increase the educational stability, continuity, and success of homeless children are made. Statistical data are presented in one table and six graphs. The following materials are included: (1) a profile of the life of a homeless family; (2) descriptions of four shelter-school partnership programs and three exemplary local practices; (3) the questionnaire used for site visits; and (4) a list of contacts for a video and other resources. (FMW)

ED 330 746 UD 027 965

Wise, Joseph J.
Factors Salient to the Recruitment and Retention of Black Teachers in an Urban School District.

PUB DATE - Dec 90
NOTE - 237p.; Ed. D. Dissertation, University of Florida.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS - Affirmative Action; *Black Teachers; Elementary Secondary Education; Questionnaires; *Racial Differences; Teacher Attitudes; *Teacher Persistence; *Teacher Recruitment; *Teaching Conditions; *Urban Schools; Whites

This dissertation examines factors associated with the successful recruitment and retention of black teachers. A literature review and a pilot study were used to identify 10 factors salient to teacher recruitment and retention. Those 10 factors were incorporated into a survey administered to 116 black first-year teachers and 116 white first-year teachers in a large urban Florida school district. The following conclusions are drawn: (1) recruitment and retention factors for black teachers do not appear to differ from those for white teachers; (2) the survey did not support the inhibiting influence of placing inexperienced teachers in either inappropriate or unattractive assignments; (3) the survey emphasized the importance of professional and social support groups; (4) many blacks and whites reported the perception that affirmative action goals were being used to screen applicants out of the interview process; and (5) the majority of blacks reported that they wanted to be identified by their professional credentials, and that affirmative action goals, desegregation orders, and quota systems might inhibit their ability to transfer, grow professionally, or become leaders in their schools. Statistical data are presented in 23 tables. The following materials are appended: (1) four survey questionnaires; (2) letters to study participants; (3) instructions to interviewers; (4) telephone interview guides; (5) responses to the surveys and telephone interviews; (6) a list of 60 references; and (7) a biographical sketch of the author. (FMW)

ED 330 747 UD 027 967

Norris, Anne E.; Ford, Kathy

following instructional models: (1) a traditional "pull out" approach (Pull-Out); (2) computer-assisted instruction (CAI); (3) individual tutoring by community volunteers (HOSTS); or (4) a reading resource specialist (RRS). The sustained gains of compensatory education students were analyzed at the primary and the intermediate levels for each instructional model and were compared with the gains of non-compensatory education students. The following findings are reported: (1) at the primary level, there were no significant differences between gains among any of the models and the comparison group; (2) at the intermediate level, both HOSTS and Pull-Out participants showed reading gains greater than gains for the comparison group, CAI participants showed a negative trend in reading scores, and only Pull-Out participants showed mathematics gains that were greater than the comparison group; (3) the positive effect of the Pull-Out approach duplicates findings of an earlier study; and (4) a study of gains between 1988 and 1990 should permit firm conclusions about the effectiveness of the different instructional models. Statistical data are presented in four tables and two graphs. (FMW)

ED 330 765 UD 028 003

Data Profile District Summary. December 1989. Report 89-9.
Seattle Public Schools, Wash.
PUB DATE - Dec 89
NOTE - 159p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - *Academic Achievement; Elementary School Students; Elementary Secondary Education; *Enrollment; High School Students; Middle Schools; Minority Groups; Outcomes of Education; *Racial Differences; School Demography; *School Statistics; *Student Characteristics; Urban Schools; White Students
IDENTIFIERS - Seattle Public Schools WA; *Washington (Seattle)

This report summarizes 1988-89 statistical data on student characteristics and educational outcomes for the Seattle (Washington) Public School District. Information is reported for the entire district, by racial group, and by type of school. The following demographic characteristics are reported: (1) 45.1 percent of the students are white and 54.9 percent of the students are non-white; (2) nearly 44 percent of the students do not live with both parents; (3) fewer high school students are eligible for free or reduced-price lunches than elementary school or middle school students; (4) 9 percent of the bilingual students are limited-English-proficient; and (5) 8.1 percent of the students are enrolled in special education. The following student outcome measures are reported: (1) graduation rates vary considerably among ethnic groups; (2) academic grades awarded within each ethnic group vary widely; (3) overall grade point averages differ greatly among ethnic groups; (4) achievement test scores vary considerably from ethnic group to ethnic group and grade level to grade level; (5) high school students showed the strongest achievement gains over the last year; (6) substantially higher percentages of non-white students scored below the 25th percentile on achievement tests than white students; (7) absenteeism increases in the second semester; (8) suspensions increased over the last year and expulsions remained steady; (9) the number of students below grade level declined over the last year; and (10) the dropout rate is increasing. Statistical data are presented in 71 tables and 11 graphs. (FMW)

ED 330 766 UD 028 004

of instruction with the final grades of students who chose the self-paced method of instruction in introductory algebra classes. All students were required to take seven tests plus a comprehensive final examination. Dropout rates of these two groups were also compared. The lecture method of instruction produced more A's and fewer F's than the self-paced method. The self-paced class had more dropouts than the lecture class. Questions remaining concern the type of student who chooses the traditional over the self-paced class. (IAH)

ED 330 647 SP 032 935

Dupuis, Mary M., Ed.; Fagan Edward R., Ed.
Teacher Education: Reflection and Change. Monograph 5.
Pennsylvania State Univ., University Park. Div. of Curriculum and Instruction.
PUB DATE - Nov 90
NOTE - 142p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Collected Works - General (020)
DESCRIPTORS - American Indians; Beginning Teacher Induction; Biculturalism; Cognitive Style; Computer Assisted Instruction; Cooperative Learning; *Educational Change; Elementary Secondary Education; Field Experience Programs; Higher Education; *Preservice Teacher Education; Reading Processes; Staff Development; *Teacher Education Curriculum; *Teacher Education Programs

The papers in this monograph represent responses to criticisms of teacher education. The theme connecting the papers is reflection and change in teacher education. The following papers are included: (1) "Computers in Education--Another Failed Technology?" (Thomas A. Drazdowski); (2) "Selected Effects of Cooperative Learning" (Therese A. Ream); (3) "Teaching the Reading Process to Elementary Education Majors: Issues to Consider" (Michele L. Irvin); (4) "Field Experiences To Bridge the Gap Between Theory and Practice" (Michele Tellep); (5) "Bicultural Teacher Education: A Native American Perspective" (Doris McGrady); (6) "Whole Brain Learning, Learning Styles and Implications on Teacher Education" (Phillip V. Shortman); (7) "Expert Teachers as Guest Lecturers for Preservice Teachers: An Organizational Proposal" (Robert Clemens); (8) "New Staff Induction Programs: The State of the Art" (Carol Blundell); (9) "Emerging Teachers: The Nurturing Process" (Margaret Foley); and (10) "The Role of the Teacher in Follow-Up Activities for Staff Development Programs" (Joseph Clapper). (JD)

ED 330 648 SP 032 937

Physical Education Studies (Years 9 & 10): Teachers Guide.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 85
NOTE - 174p.; Ring binder divided into color-coded sections.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Athletics; Curriculum Development; Foreign Countries; Health Education; Human Body; Lifestyle; *Nutrition; Outdoor Education; *Physical Education; *Physical Fitness; Secondary Education; *Skill Development; *Social Development; Teaching Guides; Units of Study
IDENTIFIERS - Australia (Tasmania)

This guide provides an outline of possible course content for a 2-year physical education studies program during years 9 and 10.

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Beginning Teacher Induction; *Beginning Teachers; *College Role; *College School Cooperation; Comparative Analysis; Elementary Education; Higher Education; Mentors; Models; Socialization; *Teacher Attitudes
IDENTIFIERS - Purdue Teacher Opinionaire

Through the comparison of two induction models, the present study addressed changes in novice teacher attitudes toward teaching, program elements, and the relative merit of involvement of the university in induction programs. In terms of attitudes toward teaching, postinduction scores of novices participating in the formal team model (N=14) were significantly higher than those for the novices using the buddy system model (N=12) in the areas of teacher rapport with principal, curriculum issues, teacher status, community support, and community pressures. In addition, postinduction interviews and field note data indicated that effective induction programs feature the identifiable elements of structure, emphasis on assistance rather than evaluation of the novice teacher, and careful selection of the mentor teacher. Regarding the role of the university in induction programs, data indicate that participation of a representative of higher education on the induction team contributed to the overall effectiveness of the program. By providing an additional role model for the beginning teachers, by assisting in the development of the program and its implementation, and by providing a resource outside the public school system, the representative of higher education provided a link between the public schools and the university in assisting beginning teachers. A postinduction interview form, "Structured Interview Protocol," is included in the appendix. (Author/IAH)

ED 330 669 SP 032 981

Kraft, Robert E.
A Comparison of Fitness Test Administrative Measures.

PUB DATE - Mar 91
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Competition; *Motivation Techniques; Physical Education; Physical Fitness; Primary Education; *Scores; *Student Motivation; Test Content; Testing; Test Results
IDENTIFIERS - *Physical Fitness Tests

A study was conducted to determine how fitness scores may be affected by varying the method of administration. Five fitness tests were administered to 426 children in grades 1-3. The children were randomly assigned to one of three treatment groups: traditional instruction, competition, and encouragement. The testing team administered five fitness tests: 40-yard dash, sit-ups in 60 seconds, shuttle run, standing long jump, and flexed arm hang. Results indicated that fitness scores were affected by altering the testing environment. Significant findings include: (1) when comparing a combination of the three grades, both the competition and encouragement groups achieved better results than the traditional instruction group in each fitness test; (2) the method of administering the 40-yard dash is immaterial until third grade when either competition or encouragement can improve scores; (3) encouraging first-grade children during a sit-up test or a shuttle run can improve performance; and (4) by third grade, using

PUB DATE - Apr 91
NOTE - 27p.; Round table presentation at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cognitive Structures; *Decision Making; Elementary Secondary Education; Higher Education; Lacrosse; Lesson Plans; Physical Education; *Planning; Preservice Teacher Education; *Problem Solving; Student Teachers; *Teaching Experience; *Teaching Skills
IDENTIFIERS - *Teacher Thinking

Researchers have demonstrated that differences exist in the planning and interactive decision making tendencies of expert and novice teachers. This study investigated whether such differences exist between more experienced preservice teachers (n=6) and less experienced preservice teachers (n=6). Each teacher planned, taught, and reviewed two 30-minute lacrosse lessons in physical education. Data were obtained from the audiotapes of the planning and review sessions. While planning, the more experienced preservice teachers made a greater number of information requests and content decisions than the less experienced preservice teachers, but not process decisions. During instruction, the more experienced teachers made lesson adjustments when things were perceived as not going well. In contrast, the less experienced teachers continued to teach without making adjustments when things were perceived as not going well. These differences suggest that the more experienced preservice teachers have better developed knowledge structures with which to make sense of the teaching environment. (Author)

ED 330 689 SP 033 015

Lakebrink, Joan M.
Teacher Preparation in Professional Development Schools.

PUB DATE - Feb 91
NOTE - 14p.; Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (Atlanta, GA, February 27-March 1, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Alternative Teacher Certification; Beginning Teacher Induction; *College School Cooperation; Elementary Secondary Education; Higher Education; *Internship Programs; Masters Programs; *Preservice Teacher Education; *Program Development; *Teacher Education Curriculum; Teacher Interns
IDENTIFIERS - DePaul University IL; Holmes Group; Professional Development Schools

This paper discusses the planning and first year implementation of the DePaul-Glenview Teacher Education Program, developed in response to the perceived need by the wider educational community to strengthen the professional development of teachers. In this program, six to eight graduate students would be supported through one year of internship, during which they would complete requirements for the state teaching certificate, and two years of residency teaching, in which, along with teaching responsibilities, they would complete requirements for a Master of Arts degree. Implementation of the curriculum was the shared responsibility of the faculties of the two institutions, DePaul

Quadratic Regression Surfaces.

PUB DATE - 91
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Computer Software; *Graphs; Interactive Video; *Predictor Variables; *Regression (Statistics)
IDENTIFIERS - *Johnson Neyman Technique; Linear Models; *Quadratic Equations; Univariate Analysis

A modification of the usual graphical representation of heterogeneous regressions is described that can aid in interpreting significant regions for linear or quadratic surfaces. The standard Johnson-Neyman graph is a bivariate plot with the criterion variable on the ordinate and the predictor variable on the abscissa. Regression surfaces are drawn for each group. If there are regions of significance, their boundaries are noted either on the graph or in the text. If there is a manageable number of cases, the cases may be plotted on the graph with different symbols for the groups. This standard style of representation often suffers from inclusion of too many cases for realistic plotting of data and from the difficulty in translating a bivariate display of data into univariate distributional characteristics of the two groups. The modification proposed here alleviates these problems. Computer programs for solutions in both linear and quadratic surfaces are included. These programs, which were written in GAUSS, differ from earlier programs in that the input required is summary information available from standard computer package output rather than raw data and is entered interactively. A 39-item list of references, three graphs, and seven pages of computer programming language are provided. (TJH)

ED 330 709 TM 016 277

Davidoff, Stephen H.; Pierson, Ellery M.
A Continued Look at the Promise of Schoolwide Projects.
Philadelphia School District, PA. Office of Assessment.
PUB DATE - Apr 91
NOTE - 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Average Daily Attendance; Cohort Analysis; *Compensatory Education; Educational Trends; Elementary Education; *Elementary School Students; Grades (Scholastic); Longitudinal Studies; *Mathematics Achievement; Middle Schools; *Program Evaluation; *Reading Achievement; Remedial Mathematics; Remedial Reading; *School Districts; School Effectiveness
IDENTIFIERS - Education Consolidation Improvement Act Chapter 1; *Philadelphia School District PA

The continued implementation of Chapter 1 Schoolwide Projects (SWPs) within the Philadelphia (Pennsylvania) School District during the 1989-90 school year is evaluated. A 5-year achievement summary is also presented. Data on attendance, report card grades, and normal curve equivalent (NCE) gains for 37 schools from the first SWP cohort are reviewed; and an initial examination is made of the 24 second cohort schools, which began implementation in the 1989-90 school year. Mathematics and reading achievement were the focus of the evaluation. Specifically, students' progress was monitored using multiple indicators: state-required measures of desired outcomes, participation in Chapter 1 Program Improvement, project

*Problem Solving; Teaching Methods; *Transfer of Training; Undergraduate Students; *Word Problems (Mathematics)
IDENTIFIERS - *Examples; *Labeling (of Objects)

This study, involving 65 undergraduates at the Georgia Institute of Technology (Atlanta); explores a scheme for representing problem-solving knowledge and predicting transfer as a function of problem-solving subgoals acquired from examples. A subgoal is an unknown entity (numerical or conceptual) that needs to be found in order to achieve a higher level goal of a problem. Subjects studied three algebraic word problems dealing with work. Twenty-three subjects studied examples in which the representations for each worker's rate and time were provided, as well as the actual solution; 21 subjects studied examples in which only an explicit representation for each worker's rate and the solution were provided; and 21 subjects studied examples in which only an explicit representation for each worker's time and the solution were given. Results indicate that learners who had read examples illustrating certain subgoals did a better job of achieving those subgoals in novel test problems requiring new representations compared to subjects who had not been exposed to those subgoals in their examples. It is contended that if researchers can determine subgoals for solving problems in a domain, particularly from a novice's viewpoint, they can develop examples that are more likely to teach those subgoals. Four sample word problems are included. (TJH)

ED 330 728 TM 016 945

Measuring Progress Toward the National Education Goals: Potential Indicators and Measurement Strategies. Compendium of Interim Resource Group Reports.
National Education Goals Panel, Washington, DC.
PUB DATE - 25 Mar 91
NOTE - 128p.; For related document, see ED 329 598.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Collected Works - General (020), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Educational Assessment; Educational Improvement; *Educational Objectives; Educational Quality; Elementary Secondary Education; *Information Management; *Measurement Techniques; *National Programs; *Research Reports
IDENTIFIERS - *Educational Indicators; *Monitoring Progress; National Education Goals 1990; National Education Goals Panel

In 1990, the National Education Goals Panel--six governors, four members of the President's administration, and four members of Congress--enlisted the aid of six resource groups (RGs) of educators, business people, and technical experts in identifying: which indicators best measure progress toward six national education goals, data for the panel's first annual progress report in September 1991, and the content of future progress reports. Each RG included between 8 and 10 members. The six goals state that by the year 2000: (1) all children in the United States will start school ready to learn; (2) the high school graduation rate will increase to at least 90%; (3) U.S. students will leave grades 4, 8, and 12 having shown competency in challenging subject matter including English, mathematics, science, history, and geography, and every U.S. school will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in the modern economy; (4) students in the United States will be first in the world in science and mathematics achievement; (5) very U.S. adult will be literate and will have the knowledge and skills necessary to compete in a global economy and exercise the rights

Factors Affecting Condom Use in Detroit Black & Hispanic Communities.

PUB DATE - 90
NOTE - 32p.; Paper presented at the Annual Meeting of the American Psychological Association (Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; Adolescents; *At Risk Persons; *Beliefs; Black Youth; Contraception; Hispanic Americans; Interviews; *Minority Groups; Prevention; *Sexuality; Young Adults
IDENTIFIERS - African Americans; *Condoms; Health Behavior; *Michigan (Detroit)

During summer 1989, 30 Hispanic American (15 female, 15 male) and 34 African American (17 female, 17 male) adolescents and young adults from Detroit (Michigan) participated in face-to-face interviews designed to identify condom beliefs that may influence condom use in young minority populations. Also of interest were AIDS knowledge, the accessibility of condom intentions and AIDS susceptibility, and actual condom use and AIDS risk behaviors. Results suggest that most participants believed that condoms protect against AIDS and that condoms break. Almost all knew that AIDS could be transmitted sexually or by needle sharing. More African American than Hispanic American participants perceived themselves as susceptible to AIDS, but this difference was not significant. Condom intentions were accessible in more African American than Hispanic American respondents. AIDS susceptibility was approximately equally accessible in African American and Hispanic American participants. Across a set of measures of condom use, Hispanic American females were least likely to have used condoms. Implications for AIDS prevention pertain to participants' direct experience with condom breakage and the low level of knowledge concerning reproductive health among Hispanic American female participants. The paper includes statistical data in six tables and one graph and a list of 44 references. (AF)

ED 330 748 UD 027 969

Melaville, Atelia I.; Blank, Martin J.
What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services.
Education and Human Services Consortium, Washington, DC.
SPONS. AGENCY - Grant (W.T.) Foundation, New York, N.Y.
PUB DATE - Jan 91
NOTE - 57p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Agency Cooperation; Child Welfare; *Comprehensive Programs; *Cooperative Planning; *Cooperative Programs; *Educational Cooperation; Family Programs; Program Descriptions; *School Community Relationship; *Shared Resources and Services
IDENTIFIERS - *Collaboratives

Real progress toward large-scale comprehensive service delivery to children and their families is possible only when community agencies move beyond cooperation to genuinely collaborative ventures at both the service delivery and system level. The following factors that affect the success of collaborative efforts were developed from an analysis of 13 interagency initiatives that include the cooperation of a school with at least one human services agency: (1) the climate in which initiatives begin; (2)

Mindenbergs, Susan; And Others
Horizon Program Review. Report No. 89-1.
Seattle Public Schools, Wash.
PUB DATE - Feb 89
NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Academically Gifted; *Achievement Gains; *Curriculum Development; Elementary Education; *Enrichment Activities; Program Evaluation; Questionnaires; Special Education; *Special Programs; Urban Schools
IDENTIFIERS - *Seattle Public Schools WA

This evaluation of the 1987 Horizon Program, a program for gifted and talented elementary school students in Seattle (Washington), found that the program had little cohesive form or substance. Horizon was developed in 1977 as a magnet program to encourage desegregation. It was intended to provide a comprehensive differentiated program to encourage creative thinking skills and higher cognitive concepts, promote leadership and intellectual skills, and provide opportunities for affective growth. Participants were identified on the basis of achievement test scores. Evaluation information was drawn from a teacher survey, a grade-by-grade analysis of longitudinal trends in student gains on achievement tests, and a comparison of the achievement gains of participants with those of regular students. The following findings are discussed: (1) the program's curriculum is the same as the regular curriculum; (2) enrichment methods and materials differ from class to class; (3) participants score higher on achievement tests than regular students; and (4) participants showed significantly greater gains in reading and mathematics achievement than regular students. An in-depth study of the program might identify methods and materials that could be used in the regular program. Statistical data presented in one table and 12 graphs, the teacher survey questionnaire, and teacher comments on the preliminary draft of the evaluation report are appended. (FMW)

ED 330 767 UD 028 005

Ramey, Madelaine
A Look at Some High Gain Schools. Report No. 89-3.
Seattle Public Schools, Wash.
PUB DATE - Mar 89
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Administrator Role; *Behavior Standards; Case Studies; Elementary Education; *High Achievement; *Principals; *Teacher Administrator Relationship; *Teacher Behavior; Teacher Effectiveness; Urban Schools
IDENTIFIERS - *Seattle Public Schools WA

This study uses interviews with the principals of five elementary schools in Seattle (Washington) to identify effective strategies and practices associated with schools that demonstrated high gains in reading and mathematics achievement. The results of each interview are presented in the form of a case study illustrating the principal's behavior. Common to each school is a principal who "backs a winner" by empowering a teacher who influenced other teachers through special training/expertise, enthusiasm, and/or willingness to take on extra responsibility. Principals also used

Teachers will need to supplement the ideas and materials presented in the guide with ideas and information of their own, using the guide as a starting point and resource for developing their own programs. Most of the materials, because of the complexity of language and conceptual level, are not suitable for direct presentation to students. Five units are outlined: (1) physical fitness; (2) social issues in sport; (3) nutrition and athletic performance; (4) skill acquisition; and (5) physical activity options. Each unit contains a list of references. (JD)

ED 330 649 SP 032 942

Restructuring the Education of Teachers. Report of the Commission on the Education of Teachers into the 21st Century.
Association of Teacher Educators, Reston, Va.
PUB DATE - 91
NOTE - 38p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - General (140)
DESCRIPTORS - Accountability; *College School Cooperation; Educational Environment; *Educational Improvement; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Minority Groups; Minority Group Teachers; *Preservice Teacher Education; *Teacher Educators; Teacher Recruitment
IDENTIFIERS - Association of Teacher Educators; Knowledge Base for Teaching; Professional Development Schools

This report, which is the result of an 18-month examination of the complex factors that influence the quality of teacher education, emphasizes that those involved in the profession should take the lead in improving the education of teachers. Specific recommendations are made for actions by: college-based teacher educators; school-based teacher educators; state-agency-based teacher educators; and national, state, and local organizations of professional educators. The 6 recommendations are to: (1) improve recruitment and selection; (2) strengthen initial teacher preparation; (3) facilitate successful entry into the profession; (4) increase the capacity for continuing professional development; (5) expand and employ the research base for teaching and teacher education; and (6) achieve appropriate accountability. Specific issues discussed include minority teacher shortage and recruitment, mentoring and induction programs, clinical training, college/school collaboration, professional development schools, and preparation of clinical teachers. The report stresses the importance of personal commitment on the part of teacher educators and includes a "Professional Pledge for Educators of Teachers." (37 references) (IAH)

ED 330 650 SP 032 947

Griffin, Gary A.
Toward a Community of Learning: The Preparation and Continuing Education of Teachers. A Report of the Curriculum Committee of The Holmes Group to University and School Faculty Engaged in Educating Teachers.
Holmes Group, Inc., East Lansing, MI.
PUB DATE - Jan 91
NOTE - 50p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - Cultural Pluralism; *Curriculum Development; *Educational Principles; Higher Education; Inservice Teacher

either competition or encouragement as a motivator can dramatically improve scores in a 40-yard dash, sit-ups, shuttle run, and flexed arm hang. It appears that physical fitness educators can influence fitness scores by the method used to motivate children before and during testing. (IAH)

ED 330 670 SP 032 982

Sidani-Tabbaa, Amal; Davis, Nancy T.
Teacher Empowerment through Change: A Case Study of a Biology Teacher.

PUB DATE - Feb 91
NOTE - 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (New Orleans, LA, February 16-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Attitude Change; Behavior Change; Case Studies; Cognitive Dissonance; High Schools; *Science Instruction; *Teacher Attitudes; Teacher Role; *Teaching Methods
IDENTIFIERS - *Constructivism; Reflective Teaching; Teacher Empowerment

This paper focuses on Steve, a high school science teacher, and his philosophy, including his beliefs and practices, over a 1.5-year period in an attempt to understand his change process--how his beliefs changed as a result of his dissatisfaction with his teaching practices. The paper shares this teacher's struggle with change and his transition from teacher as knowledge giver to teacher as facilitator of student learning. The paper also illustrates the factors which affected Steve's change process, presents a theoretical model of teacher change constructed from his perspective, and suggests necessary components which facilitate teacher change. Finally, the paper shares the importance of the empowerment Steve has gained and how it has influenced his science instruction. (TAH)

ED 330 671 SP 032 983

Pape, Sharon L.; Smith, Lynn C.
Classroom to Classroom: Restructuring To Meet Field Experience Needs.

PUB DATE - 18 Feb 91
NOTE - 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Elementary Education; Epistemology; *Field Experience Programs; Higher Education; *Instructional Innovation; *Methods Courses; Preservice Teacher Education; *Reading Instruction; Student Journals; *Theory Practice Relationship
IDENTIFIERS - *Reflective Thinking

This paper describes the results of a productive collaboration between university instructors who linked the principles and theories in reading methods coursework with the practical field experience of preservice teachers. The objectives of the collaboration were: to counter the effects of the isolation of theoretical premises of reading instruction from practical

University and Glenview School. Candidates with a bachelors's degree, but no formal teacher preparation, were sought. Coursework and clinical experiences are described. After one year of operation, several concerns have emerged: time requirements for interns, mentor teachers, and university faculty; assessment of interns; and school district hiring and salary policies. Also, a stronger parent education component has been deemed necessary so that parents do not perceive that their child is being taught by a "student." (IAH)

ED 330 690 SP 033 018

Nystrand, Raphael O.
Professional Development Schools: Toward a New Relationship for Schools and Universities. Trends and Issues Paper No. 4.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE - Apr 91
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *College School Cooperation; Educational Change; *Educational Objectives; Educational Principles; Elementary Secondary Education; Higher Education; Laboratory Schools; *Preservice Teacher Education; Teacher Role
IDENTIFIERS - *Professional Development Schools

Professional development schools (PDS) offer significant promise for restructuring university-school district relationships around a common agenda of modeling exemplary practice, preparing teachers, and conducting research. Central to the success of such efforts will be the development of shared vision regarding the teaching profession and the establishment of norms that emphasize parity among and respect for members of the profession who occupy different roles, as well as reflectiveness about teaching and learning for all who populate such schools, and shared governance. This paper traces the development of the PDS concept and discusses issues related to establishing such schools. Topics include PDS goals, characteristics, rationale, and conceptual bases. Laboratory and model school precedents are also discussed. Issues considered include traditional differences in university and school cultures, financial support, and equity. (IAH)

ED 330 691 SP 033 019

Gehrke, Nathalie
Developing Teachers' Leadership Skills. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Beginning Teacher Induction; Elementary School Teachers; Elementary Secondary Education; *Instructional Leadership; Leaders; *Leadership Training; School Based Management; Secondary School Teachers; *Skill Development; *Teacher Improvement

level NCE change scores and percent of success, report card marks, 5-year achievement summary, and average daily attendance (ADA). Results indicate that: (1) SWP sites continue to outperform non-SWP Chapter 1 sites; (2) SWP students showed improvement in report card grades across the major curriculum areas as well as improvement in students' ADA; and (3) the Other School Comparison technique, developed by A. Davis and M. R. Quilling (1990), should be considered when analyzing data required to document continuation under the accountability requirements for SWPs, particularly with reference to mathematics. Twelve tables present study data, showing SWP reading and mathematics attainment for participating schools. (TJH)

ED 330 710 TM 016 278

Lindsay, Jean S.
The "Chaos" Pattern in Piaget's Theory of Cognitive Development.

PUB DATE - Feb 91
NOTE - 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (14th, Boston, MA, February 18-22, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Child Development; Children; Comparative Analysis; *Computer Science; *Piagetian Theory
IDENTIFIERS - *Chaos Theory; Iterative Methods; *Nonlinear Models

Piaget's theory of the cognitive development of the child is related to the recently developed non-linear "chaos" model. The term "chaos" refers to the tendency of dynamical, non-linear systems toward irregular, sometimes unpredictable, deterministic behavior. Piaget identified this same pattern in his model of cognitive development in children. Piaget hypothesized that development is not a linear accumulation of discrete units of knowledge. Rather, he believed that periods of relative stability exist, which are necessarily followed by change, with a return to stability at a higher level of equilibrium. Piaget's notion of self-regulatory assimilation-accommodation is explicated. Attraction to the strange in the equilibrium process and iterative processes of cognition, both forwarded by Piaget, also fall into line with the chaos theory. Recent advances in computer technology have made it possible to simulate the behavior of complex systems, and as a result, the chaos model returned the physical sciences to the ideas of information theory. Using these tools, it may be possible to make sense of the aspects of Piaget's model that can not be supported using linear research models. A 27-item list of references is included. (TJH)

ED 330 711 TM 016 281

McNeil, Keith; Blanchard, Charles
How Program Staff Can Provide False Evaluation Data: The Project SEED Experience.

PUB DATE - Oct 90
NOTE - 11p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (12th, Chicago, IL, October 17-19, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150), Test,

and responsibilities of citizenship; and (6) every U.S. school will be free of drugs and violence and will offer a disciplined environment conducive to learning. This document presents six RG interim reports corresponding to the six goals. The reports highlight ways of measuring and monitoring the nation's/states' progress toward meeting these goals. Lists of the membership of each RG and instructions and a form for submitting public testimony for panel consideration are included. (RLC)

ED 330 729 UD 027 359

A Chance for Every Child: Oakland's Infants, Children, and Youth at Risk for Persistent Poverty.
Urban Strategies Council, Oakland, CA.
PUB DATE - Feb 88
NOTE - 74p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Access to Education; Adolescents; *At Risk Persons; *Child Health; Children; *Disadvantaged Youth; Elementary Secondary Education; Family Income; Infants; *Low Income Groups; Minority Groups; *Poverty; Urban Problems; Youth Opportunities
IDENTIFIERS - *California (Oakland)

This report explores the risks that threaten to trap children in Oakland (California) in a cycle of persistent poverty. It examines the factors that may lead to lives of continued poverty: being a member of a poor family and having a dangerously low weight at birth, not having access to quality education and training, and spending the formative teenage years idle. The report contends that substantial improvements in family income, child health, education and training, and youth opportunity will greatly increase the chances for Oakland's children to escape from the poverty cycle. The document is divided into four chapters. Chapter 1, "Poverty in Oakland," examines the growing number of poor, especially children, in the city. Chapter 2, "Families," discusses female-headed households in poverty, shrinking opportunities available to men and women during the childbearing years, and the increasing concentration of the poor in poor neighborhoods. Chapter 3, "Infancy and Childhood," reports on infant mortality and low birth weight trends, lack of access to preschool programs, and poor minority children in Oakland's schools. Chapter 4, "Adolescence," explores signs of persistent poverty among youth. The report includes statistical data in 28 tables, a list of 17 references, three maps, and four transparencies. (AF)

ED 330 730 UD 027 782

State Plan for the Education of Homeless Children and Youth.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE - Feb 89
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; *State Programs; Student Needs; Student Problems; Student Welfare
IDENTIFIERS - *Oklahoma; *Stewart B McKinney Homeless Assistance Act 1987

the processes used to build trust and handle conflict; (3) the people involved; (4) the policies that support or inhibit their efforts; and (5) the ongoing availability of resources. The following guidelines for new partners are outlined: (1) involve all key players; (2) choose a realistic strategy; (3) establish a shared vision; (4) agree to disagree in the process; (5) make promises you can keep; (6) focus on common goals; (7) build ownership at all levels; (8) avoid convenient excuses that prevent partners from working together; (9) institutionalize change; and (10) publicize success. An inventory of questions to help agencies assess the need for interagency partnerships is included. Thirteen program descriptions, a list of resource organizations, and a 56-item bibliography are appended. (FMW)

ED 330 749 UD 027 980

Willis, David P., Ed.
Health Policies and Black Americans.

PUB DATE - 89
NOTE - 535p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010)
DESCRIPTORS - At Risk Persons; *Blacks; Health Insurance; *Health Needs; *Health Services; *Medical Services; Primary Health Care; Public Health; *Public Policy; Quality of Life; Racial Differences
IDENTIFIERS - *Health Policy; Health Status

This collection of essays focuses on the impact of health policy on black Americans by examining the relation between public policy and the distribution of health needs and effects. The book includes an introduction by David P. Willis and is divided into seven sections. Section I, "Who Are Black Americans?" includes the following chapters: (1) "The Quality of Life for Black Americans Twenty Years after the Civil Rights Revolution" (Reynolds Farley); (2) "Black Demographic Trends in the 1980s" (William P. O'Hare); and (3) "Conceptual and Methodological Issues in the Use of Race as a Variable: Policy Implications" (Doris Y. Wilkinson and Gary King). Section II, "Mortality and Morbidity of Black Americans," includes the following chapters: (1) "Black-White Differences in Health Status: Methods or Substance?" (Ronald M. Andersen and others); (2) "History of Black Mortality and Health before 1940" (Douglas C. Ewbank); and (3) "Health Differentials between Blacks and Whites: Recent Trends in Mortality and Morbidity" (Kenneth G. Manton and others). Section III, "From Universal Entitlements to Employment-based Entitlements," includes the following chapters: (1) "Public versus Employment-related Health Insurance: Experience and Implications for Black and Nonblack Americans" (Stephen H. Long); and (2) "Health Care for Black Americans: The Public Sector Role" (Karen Davis and others). Section IV, "Implications of Selected Policy Directions," includes the following chapters: (1) "Constraining the Supply of Physicians: Effects on Black Physicians" (Ruth S. Hanft and Catherine C. White); (2) "Paying the Price: Medical Care, Minorities, and the Newly Competitive Health Care System" (Mark Schlesinger); (3) "Reduction of Hypertension-associated Heart Disease and Stroke among Black Americans: Past Experience and New Perspectives on Targeting Resources" (Daniel D. Savage and others); (4) "Health Policy: Gaps in Access, Delivery, and Utilization of the Pap Smear in the United States" (Claudia Baquet and Knut Ringen); and (5) "Improving the Mental Health of Black Americans: Lessons from the Community Mental Health Movement" (Harold W. Neighbors). Section V, "Groups at Special Risk," includes the following chapters: (1) "Race Differences in Teenage Sexuality, Pregnancy, and Adolescent the following norm-setting behaviors identified by Keedy (1982) to influence teachers: (1) provision of resources, especially personnel; (2) authority of position; (3) replacement/transfer of teachers; (4) teacher peer pressure; (5) recruitment/selection of teachers; (6) modeling; and (7) teacher decision making/input. (FMW)

ED 330 768 UD 028 006

Ramey, Madelaine; Koopman, Roberta
Results of the 1989 Needs Assessment for the Department of Transitional Bilingual Education. Report No. 89-5.
Seattle Public Schools, Wash.
PUB DATE - Apr 89
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Bilingual Education; *Bilingual Education Programs; Bilingual Teacher Aides; Bilingual Teachers; Elementary Secondary Education; *English (Second Language); Needs Assessment; Principals; *Program Attitudes; Program Effectiveness; Questionnaires; *Transitional Programs; Urban Schools
IDENTIFIERS - Seattle Public Schools WA

This report summarizes responses to a survey about the effectiveness of the 1989 Transitional Bilingual Education (TBE) Program in Seattle (Washington). A large majority of TBE teachers and instructional assistants (IAs), and a little more than half of the principals of schools housing bilingual programs responded. The following findings are included: (1) a majority of staff agreed on the need for a standardized, sequential curriculum whose content is the same as the regular curriculum; (2) a large majority of teachers and principals agreed that the California Achievement Test (CAT) does not adequately reflect bilingual student progress; (3) a majority of IAs agreed that they were well-prepared for and clearly understood their roles, but less than half of the teachers and principals agreed with this assessment; (4) IAs were more satisfied with inservice training than teachers; (5) a majority of respondents agreed that facilities and space for the bilingual program were adequate, and were positive about working conditions; (6) respondents were generally satisfied with the performance of program administrators; (7) a strong majority of respondents agreed on the need for summer school; (8) a majority of teachers and IAs agreed that staffing was adequate; (9) a large majority of teachers felt that they used effective teaching and class management techniques, and the majority of IAs and principals supported that belief; and (10) a majority of IAs and principals agreed that all schools should offer services for both new and regular bilingual students. The responses to the survey questionnaire are appended. (FMW)

ED 330 769 UD 028 008

Evaluation of the Junior High School Intensive Care and Improvement Program.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
PUB DATE - Sep 90
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Dropout Prevention; *Dropout Programs; Educational Improvement; *Extended School Day; Formative Evaluation; *High

Education; Instruction; Leadership; Liberal Arts; *Preservice Teacher Education; School Community Relationship; *Teacher Education Curriculum; *Teacher Role
IDENTIFIERS - *Holmes Group; Professional Development Schools

In five meetings between June 1988 and September 1989, the national curriculum committee of the Holmes Group, a consortium of 96 U.S. research universities committed to making their teacher education programs more rigorous and connected, came to agreement about fundamental principles that should underlie the curriculum of teacher education. In this report, these principles are presented and discussed within the framework of seven major topics: liberal learning, learning and knowing, teaching, curriculum, schools, leadership, diversity, and extended communities. Themes which emerge from the report include: (1) teacher education candidates should receive a comprehensive liberal education; (2) teachers should be committed to continuous learning for themselves, their students, and their colleagues; (3) teachers and teacher educators should be active curriculum workers; (4) teachers need to develop an understanding of school organization and dynamics; (5) teachers need to be prepared to understand and demonstrate the properties of effective leadership; (6) teachers need to be aware of diversity issues and able to make meaningful learning situations for all students; and (7) the learning community of classroom and school is part of the wider community. Four responses to the report are included. (IAH)

ED 330 651 SP 032 952

Skelton, Sarah C.; Harris, Michelle C.
Practitioners Opinions Concerning Preservice Training of Middle Level Teachers.

PUB DATE - Feb 91
NOTE - 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Adolescents; *Developmental Stages; Elementary School Teachers; Higher Education; Individual Development; Intermediate Grades; Junior High Schools; *Middle Schools; *Preservice Teacher Education; Questionnaires; *Student Characteristics; Student Needs; *Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS - Alabama; *Transescents

The onset of adolescence brings with it significant changes in the biological, social, and emotional growth and development of students. In an attempt to meet the needs of transescents (early adolescents aged 10-14) middle level programs have been developed and implemented. However, preparation of teachers to work specifically with middle level students has been neglected to a large degree. To remedy this situation, research efforts must be directed toward the needs of teachers working at the middle school level as well as the needs of preservice teachers seeking middle school credentials. Based on the needs indicated by the literature review, the current study explores the opinions of practitioners regarding the need for specialized training at the preservice level. The faculty, all middle school practitioners, (N=50) at 2 public middle schools in rural Alabama were asked to participate in this study by responding to a questionnaire; the return rate of the questionnaires was 68 percent. Twenty-seven respondents answered favorably concerning the need for specialized instruction of preservice middle school teachers. Twenty-eight respondents experience; to better meet the needs of students in their field experiences; and to create an environment for fostering developmental changes in students. The research explored: (1) how students' awareness of reading events in the field experience classroom affected their attempts to deal instructionally with those events; (2) whether students' classroom instructional activities reflected their epistemological beliefs; and (3) if modifications to the program improved students' pedagogical thinking about reading and reading instruction. Students' awareness of reading events, stimulated by journal writing, did affect their planning and implementation of instruction but did not raise their levels of reflectivity. To develop higher levels of thinking in teacher education students, programs need to provide students opportunities to struggle with problems in a supportive atmosphere. Teacher educators may enhance the opportunity for increased cognitive development by confronting students with dilemmas which create moderate disequilibrium. (IAH)

ED 330 672 SP 032 985

Salzman, Stephanie A.
Selecting the Qualified: Predictors of Student Teacher Performance.

PUB DATE - Feb 91
NOTE - 23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (New Orleans, LA, February 16-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; *Admission Criteria; Correlation; Elementary Secondary Education; Grade Point Average; Higher Education; Longitudinal Studies; Multiple Regression Analysis; *Predictor Variables; *Preservice Teacher Education; Standardized Tests; *Student Teacher Evaluation
IDENTIFIERS - ACT Assessment; Idaho State University; Pre Professional Skills Tests; Teacher Performance Assessment Instruments

The selection of students qualified for teacher education has many facets, only some of which are addressed by standardized tests and college grades. The purpose of the present study was to examine the American College Testing (ACT) Program Assessment, Pre-Professional Skills Test (PPST), and college grade point average (GPA) as predictors of student teacher classroom performance as measured by three instruments from the Teacher Performance Assessment Instruments (TPAI). Subjects were 610 teacher education students completing student teaching practicums during the fall and spring semesters of 1987-90 at Idaho State University. Data revealed relationships between the subtest and composite scores of the ACT, subtest scores of the PPST, and GPA. The highest magnitude correlations were found for PPST Reading and ACT English with all other subtest scores and college grades. These data suggest the importance of verbal skills, especially reading, in relation to academic achievement. Academic measures, including standardized tests and college grades, were weak predictors of actual classroom performance of student teachers in this study based on the TPAI instruments. These academic measures (ACT, PPST, and GPA) do not strongly suggest themselves as criteria for teacher education program admission. (IAH)

ED 330 673 SP 032 986

Warring, Doug; And Others

IDENTIFIERS - ERIC Digests; Professional Development Schools
Teacher leaders often teach full- or part-time while assuming leadership responsibilities. Also, they have often learned new roles just by doing the tasks demanded by those roles. A more systematic approach to helping teachers develop the requisite skills for assuming leadership roles (e.g. department chairs, team and grade leaders, and curriculum committee chairs) is discussed. Emerging opportunities for leadership include three programs: beginning teacher assistance programs, school-centered decision making (site-based management), and professional development schools. Six leadership roles have been identified, which might serve as organizers for the descriptive reports on the formal programs to develop leadership skills: (1) continuing to teach and improve one's own teaching; (2) organizing and leading peer reviews of school practice; (3) providing curriculum development knowledge; (4) participating in school-level decision making; (5) leading in-service education and assisting other teachers; and (6) participating in the performance evaluation of teachers. The digest recommends a more concerted effort to develop programs to replace learning on the job as well as to evaluate teacher leader programs. (SM)

ED 330 692 SP 033 020

Dilworth, Mary E.
Motivation, Rewards, and Incentives. Trends and Issues Paper No. 3.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 21p.; Adapted from "Reading between the Lines: Teachers and their Racial/Ethnic Cultures" (ED 322 148).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Elementary Secondary Education; Higher Education; *Incentives; *Job Satisfaction; *Minority Group Teachers; *Rewards; Socioeconomic Background; Socioeconomic Influences; Teacher Background; Teacher Characteristics; *Teacher Motivation; *Teacher Persistence; Teacher Recruitment; Teaching (Occupation)
Examination of factors that contribute to a sustained commitment to the teaching profession suggests that motivation is influenced by nationality, socioeconomic background, gender, and point in time. In general, minority teachers come from lower socioeconomic backgrounds and have greater access to teaching than to some other professions. Rewards and incentives play a key role in the level of satisfaction that teachers derive from their work. Teachers in general garner more satisfaction from intrinsic rewards, such as the fulfillment of having successfully contributed to the development of a child, than from extrinsic rewards such as compensation and position. However, differences exist among ethnic groups in general satisfaction: receipt of various types of rewards, orientation towards colleagues and individuals in authority positions, and desire to teach certain types of children. A significant indicator of teacher job satisfaction is length of service. Differing perceptions among ethnic groups with regard to discipline problems, the ability to achieve one's ideals, and potential burnout influence the decision to enter and remain in teaching. (IAH)

ED 330 693 SP 033 021

Liemohn, Wendell, Ed.

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Bias; *Data Collection; Data Interpretation; Elementary Secondary Education; *Evaluation Problems; Evaluation Utilization; Evaluators; Graduate Students; Higher Education; *Interviews; Mathematics Instruction; *Program Evaluation; Program Implementation; Staff Role; Surveys
IDENTIFIERS - *False Evaluation Data; *Project SEED; Stakeholder Evaluation

Evaluators usually assume that the data they receive are valid, or at least, that the data reflect that which is being evaluated. In a recent evaluation in a large southern school district, evaluators compared their raw interview notes with interview notes edited by the teachers interviewed or project staff. The program evaluated was Project SEED, an additional mathematics class for students of low socioeconomic status. In the present study, 24 graduate students with no knowledge of the background compared 14 original and edited pairs of comments/notes in terms of whether the edited notes: (1) contained additional information; (2) were more positive in tone and intent; (3) were less concrete; and (4) changed meaning or content. Edited responses contained additional information and were more positive about the project, in the opinion of naive raters. Recommendations are made to control the collection of data so that the evaluation will be useful to decision makers. Allowing those who are being evaluated to control and possibly modify the data raises the danger of bias. The raw and edited responses, the survey form administered to the graduate student raters, and a table of the results are provided. (SLD)

ED 330 712 TM 016 287

Bruckerhoff, Charles E.
Problem-Solving and the Standard Curriculum.

SPONS. AGENCY - National Science Foundation, Washington, D.C.
PUB DATE - 20 Mar 91
NOTE - 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Research also sponsored by the Cleveland Education Fund.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Children; *Curriculum Development; Economically Disadvantaged; *Educational Improvement; Ghettos; Grade 7; Grade 8; Inner City; Junior High Schools; Junior High School Students; Low Income Groups; *Mathematics Curriculum; Middle Schools; *Problem Solving; Public Schools; *Secondary School Teachers; *Social Problems; Teacher Role
IDENTIFIERS - *Cleveland Public Schools OH; Ohio (Cleveland)

The efforts of Cleveland's intermediate level mathematics teachers to change their curriculum from computation to a dual emphasis on application and computation are described. This paper reports on the second year of a project to enhance mathematics instruction. A natural history ethnography was conducted, which focused on the work of seven representative teachers and the school and non-school activities of seventh- and eighth-grade students in the four schools in which the teachers taught. Particular attention was given to public housing projects (ghetto neighborhoods). Excerpts from cases are provided. The teachers' pursuit of mathematics curriculum reform was hampered by intrusive and explicit public policy and by the ghetto children's oppositional survival culture. It is concluded that: the American urban context, aggressive state legislation, poorly informed public

This report describes Oklahoma's response to requirements for the education of homeless children and youth of the Stewart B. McKinney Homeless Assistance Act of 1987. The report includes an introduction and an overview of Subtitle B of the McKinney Act and is divided into four sections. Section I, "Functions of the SDE Office," describes the role of the State Department of Education in state plan development and in data gathering and reporting. Section II, "Interagency Cooperation," summarizes coordination efforts at the state and local levels. Section III, "SDE Responsibilities," lists six objectives the Oklahoma Department of Education intended to accomplish during the 1988-89 program year. Section IV, "LEA Responsibilities," describes activities of local educational agencies in compliance with McKinney Act requirements in the following areas: (1) authorization for educational determinations; (2) assurance of comparable service; (3) residency determination; (4) dispute resolution; (5) school records; (6) reporting on homeless children and youth; (7) interagency cooperation; and (8) district assurances. The following forms and statements are appended: (1) LEA Assurance Forms; (2) LEA Report of Homeless Students; (3) Shelter Report of Homeless Children and Youth; (4) Community Action Agency Report of Homeless Children and Youth; (5) Park/Campsite Report of Homeless Children and Youth; and (6) Residency and Records Considerations of Homeless Children and Youth. (AF)

ED 330 731 UD 027 854

Bancroft, George W.; And Others
The Civic Participation of Visible Minorities in Canadian Society: Framework and Issues for Research and Analysis.
Nevada State Job Training Office, Carson City.
SPONS. AGENCY - Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE - Apr 90
NOTE - 180p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Blacks; Chinese; *Citizen Participation; Citizenship Responsibility; *Cultural Pluralism; Foreign Countries; *Minority Groups; Pilot Projects; *Political Attitudes; *Public Service; Research Needs
IDENTIFIERS - *Canada; *Research Suggestions; Southeast Asians

This exploratory study examines the issues connected with the civic participation of minority groups in Canada. Civic participation is service, either through appointment or election, on public boards and commissions other than those representing the participant's own ethnocultural group. Information was gathered from a literature review, interviews, and a focus group composed of minority group members experienced in civic affairs. The following major issues are discussed: (1) the need for a new definition of civic participation; (2) confusion on the part of minority group members about what the government expects of them and about whom they represent; (3) the slow pace of change toward equal representation in civic life, and the seemingly overwhelming odds against ever achieving that representation; (4) poor communication about opportunities and criteria for service; (5) the misconception that minority group members are interested only in human rights and related fields; and (6) trends in urban minority group politics that limit participation both among and within ethnic groups. A national survey of minority group attitudes is recommended. Two case studies are included. The appendixes include the following materials: (1) a 51-item bibliography of English-language resources; (2) a 30-item bibliography of

Childbearing" (Frank F. Furstenberg, Jr.); (2) "Trends in Racial Inequality and Exposure to Work-related Hazards, 1968-1986" (James C. Robinson); and (3) "The Health, Physical Functioning, and Informal Supports of the Black Elderly" (Rose C. Gibson and James S. Jackson). Section VI, "Racial Dimensions of AIDS: Attitudes and Policies," contains a chapter entitled "The AIDS Epidemic among Blacks and Hispanics" (Samuel R. Friedman and others). Section VII, "Conclusion," contains a chapter entitled "Race in the Health of America" (S. M. Miller). Each chapter includes a list of references and most chapters include statistical data in tables and charts. (AF)

ED 330 750 UD 027 982

Tierney, William; Simmel, Arnold
District 75/Citywide Chapter 1/P.C.E.N. Remedial Reading and Mathematics 1989-90. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE - Aug 90
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Compensatory Education; *Disabilities; Educational Cooperation; Elementary Secondary Education; Program Effectiveness; *Program Evaluation; Regular and Special Education Relationship; *Remedial Instruction; *Remedial Mathematics; *Remedial Reading; Special Needs Students
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

This report evaluates a Chapter 1 program designed by the Divison of Special Education's District 75/Citywide of the New York City Board of Education to provide remedial reading instructional services to students with severe handicaps at 15 public and 3 nonpublic school sites serving approximately 883 students. Among these students, 139 also received mathematics instruction. The 1989-90 program, funded under Chapter 1 of the Education Consolidation and Improvement Act, was designed to serve students who need remedial reading or mathematics instruction and those who have improved their skills by participating in the program but continue to need assistance to maintain those gains. The Office of Research, Evaluation, and Assessment (OREA) found that 81 percent of students gained in reading comprehension, thus surpassing the program goal of 75 percent. The program did not, however, meet either of its mathematics goals, which were that 80 percent of students would master 2 or more, and 30 percent would master 5 or more mathematics objectives per 20 sessions attended. The results were 48 percent and 12 percent respectively. The report presents recommendations for more staff development, greater parent and teacher involvement, more computers, better assessment, and other improvements. Statistical data are presented in two tables. (AF)

ED 330 751 UD 027 983

Torres, Marcia; Askins, William
District 75/Citywide E.C.I.A. Chapter 1 Reading and Mathematics with Athletics. Summer 1989. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE - Aug 90
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

Risk Students; *Junior High Schools; Mentors; Program Evaluation; Secondary Education; Social Services; Urban Schools
IDENTIFIERS - *District of Columbia; District of Columbia Public Schools

The Junior High School Intensive Care and School Involvement Program (ICSIP) in Washington (District of Columbia) was designed to supplement the regular educational program in four junior high schools by providing academic support, delivering social services to at-risk students, improving the school climate, and mentoring potential dropouts. Expected student outcomes were to improve grades and attendance, develop positive self-concept, and develop a sense of pride and belonging. A variety of descriptive and statistical techniques were used to analyze statistical data related to the program. The following findings are reported: (1) there was a positive correlation between participation in the extended school day component and academic achievement; (2) 291 students identified as potential dropouts received services from an Affective Team composed of a counselor, a social worker, a psychologist, and an attendance officer/counselor; (3) from five to six students from each school participated in mentoring relationships with staff from congressional offices; and (4) three of the four schools formed teams to implement a school improvement model, with training provided by a local college. Recommendations include continuing the extended school day component, expanding the mentor program, and improving the staffing of the Affective Teams. Statistical data are presented in seven tables. Two references and a description of the evaluation and statistical data collection plan are appended. (FMW)

ED 330 770 UD 028 009

Retention Patterns in the Los Angeles Unified School District. June 1988. Publication No. 534.
Los Angeles Unified School District, CA. Program Evaluation and Assessment Branch.
PUB DATE - Jun 89
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Age Differences; Black Students; Elementary School Students; Elementary Secondary Education; *Grade Repetition; High School Students; Junior High School Students; *Racial Differences; *Sex Differences; *Student Promotion; Urban Schools
IDENTIFIERS - *Los Angeles Unified School District CA

This annual report shows the number and percentage of students retained in grade at the conclusion of the 1987-88 school year in the Los Angeles Unified School District (LAUSD). Statistical data were gathered from a principal's report and a student survey. The following findings are presented: (1) in June of 1988, 29,205 students were retained; (2) the district retention rate has dropped from 5.6 percent in June 1984 to 4.95 percent in June 1988; (3) the retention rate for both elementary and junior high school students dropped from the previous year, while the rate for senior high school students rose slightly; (4) approximately 58 percent of the retainees in June 1988 were male; (5) retention rates for high school students were several times higher than for elementary or junior high school students; (6) the highest retention rate for elementary school students was in grade 1 (4.06 percent); (7) the highest retention rates for secondary school students were in grade 10 (24.31 percent) and grade 9 (18.78 percent); and (8) although the percentage of black students retained dropped from 6.07 percent in 1987 to 5.53 percent in 1988, these students had the highest retention rate of any answered favorably concerning the uniqueness of needs by middle school students. According to the questionnaire results, a number of middle school practitioners feel that preservice teachers in the area of middle school education would benefit from classes with special emphasis on the development and unique needs of transescent students. This information leads to the conclusion that increased specialized classes, including field experiences, should be recommended for exploration or implementation at the college level. (AMH)

ED 330 652 SP 032 956

Anderson, Debra J.
Future Directions for the Preparation of University Supervisors.
PUB DATE - Feb 90
NOTE - 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (New Orleans, LA, February 16-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Education Courses; Elementary Secondary Education; Foundations of Education; Higher Education; Internship Programs; *Student Teacher Supervisors; Supervision; *Supervisor Qualifications; *Supervisory Training; Teacher Education Curriculum; *Teacher Educator Education; Teacher Educators
IDENTIFIERS - Knowledge Base for Teaching

Analysis of the present preparation of the university supervisors of student teachers and examination of the essential knowledge, skills, attitudes, attributes, and experiences required of supervisors produces two recommendations for preparing effective supervisors: an internship and successful completion of a course designed especially for university supervisors. Two primary variables have been equated with quality supervision: advanced training (doctoral degrees and higher rankings) and teaching experience. However, there is a need for additional formal preparation in supervision. Supervisors need two main bodies of knowledge to be effective. The first body of knowledge encompasses an understanding of how university/college policy affects the goals of the teacher education program, including clinical experiences. The second body of knowledge relates to the foundations of education. The two major skills supervisors need are effective interpersonal communication and the ability to appropriately use evaluation processes. Effective university supervisors should be required to have two major experiences: successful classroom teaching and an internship. (IAH)

ED 330 653 SP 032 957

A Guide to Certification in Massachusetts.
Massachusetts State Dept. of Education, Quincy.
PUB DATE - 88
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Alternative Teacher Certification; Elementary Secondary Education; Internship Programs; *Public Schools; State Boards of Education; *State Standards; *Teacher Certification; Transfer Policy
IDENTIFIERS - *Massachusetts

This document outlines the requirements and standards for teacher certification in Massachusetts. Information is included on: (1)

Implementing the Vision: The Shared Experience in Minnesota.
PUB DATE - 91
NOTE - 28p.; A critique session presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Atlanta, GA, February 27-March 2, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Beginning Teacher Induction; *Board of Education Policy; *College School Cooperation; Educational Change; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Internship Programs; Magnet Schools; *Preservice Teacher Education; Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS - Knowledge Base for Teaching; Minnesota; University of St Thomas MN

Teacher education is quickly evolving, reflecting the dynamic complexity and heterogeneity of U.S. society. Collaboration of state licensing agencies and university/college and school personnel is essential in pursuing creative options to meet student needs. This collaboration requires a careful examination of the roles played by each of the three groups in teacher preparation at the preservice and inservice levels. This paper, in which six presenters share perspectives from the district, higher education, and state levels, describes the development of some nontraditional models and collaborative efforts in Minnesota based on Minnesota's "Vision Document" (1986) and discusses some of the preliminary lessons learned from the process. Induction models outlined by the "Vision Document" are initiatives of the Board of Teaching that led to the development of new rules for redesigning teacher education. As in other professions, teachers must acquire knowledge, skills, and dispositions and be prepared to apply them. Standards and rules for the teaching profession must reflect both teacher preparation and teaching practice. The St. Paul Saturn program, working in collaboration with the University of St. Thomas, received a grant from the State of Minnesota and continuing support from the school district and will continue to work with students in an innovative fashion. Findings from ongoing evaluations demonstrate a continued need for assistance to mentors and mentees. (Author/IAH)

ED 330 674 SP 032 989

Stein, Sheryl E.
Prekindergarten Teacher Licensure. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Day Care Centers; Degrees (Academic); Early Childhood Education; Educational Certificates; Higher Education; *Preschool Education; *Preservice Teacher Education; *Teacher Certification; Teacher Qualifications; Teacher Salaries
IDENTIFIERS - ERIC Digests

This digest examines prekindergarten teacher licensure, which enables states to ensure a level of specialized knowledge and experience among early childhood professionals. A recent movement toward specialization has led to more states offering early

Abstracts of Research Papers 1991, Presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance in the Research Consortium Meetings (San Francisco, California, April 3-7, 1991).
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
PUB DATE - 91
NOTE - 344p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reference Materials - General (130), Collected Works - Proceedings (021)
DESCRIPTORS - Abstracts; *Athletics; *Dance Education; *Drug Education; Elementary Secondary Education; *Health Education; Higher Education; *Leisure Education; Motor Development; *Physical Education; Physical Fitness; Professional Associations; Research Reports; Sport Psychology; Testing
IDENTIFIERS - *AAHPERD

The research consortium program of the American Alliance for Health, Physical Education, Recreation and Dance is comprised of free papers, posters, symposia, and invited lectures. Of the approximately 450 research abstracts submitted for the 1991 research symposium, those recommended for presentation are included in this volume. The topics covered include: motor processing during rapid voluntary human movement; history and sociology of sport; health; measurement and assessment; activities for special populations; pedagogy; physical education; exercise physiology; psychology, history, and sociology of sport; motor control; health behaviors and health promotion; drug education; cholesterol; drug use; leisure; dance; and physical fitness. The conference program is also included. (AMH)

ED 330 694 SP 033 023

Simmons, G. A.; Cannon, E. C.
It Is Outdoors: A Guide to Experiential Activities.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
PUB DATE - 91
NOTE - 72p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Childrens Games; Class Activities; *Educational Principles; Elementary Education; *Experiential Learning; *Learning Activities; *Outdoor Activities; *Outdoor Education; Physical Education; Physical Fitness; Skill Development; Teaching Methods; Teamwork

This book is intended to serve as a resource and stimulant for professionals involved in recreational and educational programs serving elementary-school-age learners, although many of the activities also work well with adolescents and adults. The setting for the 40 activities which are described is the out-of-doors. Instructions on how to use the book include criteria for selecting activities, suggestions for adapting activities for special groups, and a description of activity modes (didactic, exploratory learning, adventure, stress/challenge). A chapter, "The Art of policy, and prohibitive politics led to expectations of curriculum and instruction that avoid fundamental concerns for learning; the city's most deserving children may be colonialized for life in the projects; and second-wave reform literature may be just rhetoric. A 23-item list of references is included. (SLD)

ED 330 713 TM 016 289

Schunk, Dale H.; Swartz, Carl W.
Process Goals and Progress Feedback: Effects on Children's Self-Efficacy and Skills.

PUB DATE - Apr 91
NOTE - 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Children; Comparative Analysis; *Elementary School Students; *Feedback; Goal Orientation; Grade 5; Intermediate Grades; *Self Efficacy; *Writing Achievement; Writing Instruction; Writing Skills; Writing Strategies
IDENTIFIERS - Goal Setting; *Process Goals; *Progress

The influence of goal setting and progress feedback on self-efficacy and writing achievement was investigated for 60 fifth-grade children (33 girls and 27 boys) from three classes in two elementary schools. The sample included 37 White, 20 Black, two Hispanic American, and one Asian American students. The students received writing strategy instruction and were given a process goal of learning the strategy, a product goal of writing paragraphs, or a general goal of working productively (control condition). Half of the process-goal children periodically received feedback on their progress. Students assigned to the process goal plus feedback condition demonstrated higher self-efficacy, writing skill, and perceived progress in learning the strategy than did students in either the product goal or control conditions. Students who received the process goal without progress feedback judged self-efficacy higher than did control students, and demonstrated higher skill than did product-goal and control students. The product goal led to few benefits compared to the effects of strategy instruction. Self-efficacy judgments were significantly and positively correlated with writing skills. Research suggestions and implications for teaching are discussed. A 38-item list of references and one data table are included. (Author/SLD)

ED 330 714 TM 016 292

Twale, Darla J.; And Others
Affirmative Action Strategies and Professional Schools: Case Illustrations of Exemplary Programs.
PUB DATE - Apr 91
NOTE - 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Affirmative Action; *Case Studies; Certification; College Attendance; Dental Schools; *Enrollment; Equal Education; Graduation; Higher Education; Law Schools; Mail Surveys; Medical Schools; *Professional Education; *Program Evaluation; *School Surveys; Student Recruitment; Veterinary Medical Education

French-language resources; (3) a 35-item bibliography of newspapers and magazines; and (4) four tables of statistical data. (FMW)

ED 330 732 UD 027 856

Rothman, Eugene; And Others
Multiculturalism in Canada: A Public Education Strategy.
Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE - 88
NOTE - 141p.; The executive summary is also provided in French.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Attitude Change; *Cultural Pluralism; Elementary Secondary Education; Ethnic Relations; Foreign Countries; *Mass Media; *Multicultural Education; *National Programs; Public Affairs Education; Public Education; Public Opinion; *Social Attitudes
IDENTIFIERS - *Canada

The goals of this proposed Canadian public education program on multiculturalism are to promote and reinforce positive attitudes and to create a social climate in which negative attitudes are neutralized. A review of public opinion surveys indicates that while most Canadians support multiculturalism in theory, there is little perceived need to support multicultural programs, and many confuse multiculturalism with immigration and refugee issues. The basic strategy of this program is a campaign to raise mass public awareness with the message, "Multiculturalism is good for you." The mass media will be used to address the general public, but target groups will be identified and addressed through more specific strategies that emphasize the particular benefits of multiculturalism to them. A 5-year program is described. A translation of the executive summary in French is included. The following materials are appended: (1) a summary of public opinion surveys on multiculturalism; (2) summaries of analyses of previous public education campaigns; (3) a description of current federal multiculturalism activities; (4) a list of interview participants; (5) a 38-item bibliography; (6) a description of other government programs with multiculturalism-related public education elements; and (7) a program description and budget. (FMW)

ED 330 733 UD 027 859

Jain, Harish C.
Employment Discrimination against Visible Minorities and Employment Equity = Discrimination dans L'emploi a L'egard des Minorites Visibles et Equite en Matiere D'emploi.
Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE - Sep 88
NOTE - 114p.
LANGUAGE - English; French
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - , Reports - Research/Technical (143)
DESCRIPTORS - *Affirmative Action; *Civil Rights Legislation; Cultural Pluralism; *Equal Opportunities (Jobs); Federal Legislation; Foreign Countries; *Minority Groups; Multilingual Materials; Privatization; *Racial Discrimination
IDENTIFIERS - *Canada; *Federal Contractors

Canada has become a multiracial, multireligious, and multicultural society, but non-whites, the "visible minorities (VMs)," face pay and employment discrimination in both the public and the private

PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Athletics; Compensatory Education; Elementary Education; *Mathematics Instruction; Program Effectiveness; Program Evaluation; *Reading Instruction; *Remedial Programs; Special Education; Special Needs Students; *Summer Programs; Urban Education
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

This report evaluates a summer program funded under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) and administered by the Division of Special Education of the New York City Board of Education. The 1989 Chapter 1 Reading and Mathematics with Athletics summer program served 1,537 students with mild to moderate handicaps in grades 2 through 8 at 13 sites in elementary, intermediate, and junior high public and nonpublic schools. The program was designed to provide reading and mathematics instruction while fostering social and emotional development. The program goal was that 75 percent of students attending a minimum of 15 sessions would master 2 or more skill objectives on the reading and mathematics Individualized Criterion-Referenced Test (ICRT). Almost all teachers used a holistic approach to instruction and found it satisfactory. Many integrated reading with athletic activities, field trips with daily lessons, reading with math lessons, and athletics with math lessons. The program surpassed its goals in both reading and mathematics. Analysis of the ICRT results indicated that 94 percent of students mastered two or more reading objectives and 97 percent mastered two or more mathematics objectives. The report presents five recommendations and includes statistical data in three tables. (AF)

ED 330 752 UD 027 984

Mulkey, Lynn; And Others
District 75/Citywide E.C.I.A. Chapter 1, Part B, Institutionalized Facilities Program. Summer 1989. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE - Aug 90
NOTE - 26p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Career Education; Compensatory Education; *Daily Living Skills; Elementary Secondary Education; Institutional Schools; Program Effectiveness; Program Evaluation; *Remedial Programs; *Special Needs Students; Summer Programs; *Supplementary Education; *Vocational Education
IDENTIFIERS - Education Consolidation Improvement Act Chapter 1; *Institutionalized Facilities Program NY; *New York City Board of Education

This report evaluates a program funded under Chapter 1, Part B, of the Education Consolidation and Improvement Act in New York (New York). The New York City Division of Special Education administers the Institutionalized Facilities Program to provide instruction to neglected and delinquent children and adolescents residing in group homes and diagnostic centers. The program was designed to provide these students with vocational and occupational education in basic mathematics, reading, and life skills. For 6 weeks during the summer of 1989, the program staff provided supplementary career education and daily living skills instruction to 422 students residing at 10 sites for the neglected and delinquent. The mandated program objective was that 80 percent of the students would achieve 80 percent of their instructional objectives, as ethnic/racial group. Statistical data are presented in a graph. A copy of the LAUSD retention policy and five tables of statistical data are appended. (FMW)

ED 330 771 UD 028 012

Isonio, Steven
Retention Patterns in the Los Angeles Unified School District. June 1989. Publication No. 557.
Los Angeles Unified School District, CA. Program Evaluation and Assessment Branch.
PUB DATE - Jul 90
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Age Differences; Black Students; Elementary School Students; Elementary Secondary Education; *Grade Repetition; High School Students; Junior High School Students; *Racial Differences; *Sex Differences; *Student Promotion; Urban Schools
IDENTIFIERS - *Los Angeles Unified School District CA

This annual report shows the number and percentage of students retained in grade at the conclusion of the 1988-89 school year in the Los Angeles Unified School District (LAUSD). Statistical data were gathered from a principal's report, a student survey, and earlier reports. The following findings are presented: (1) in June of 1989, 30,413 students were retained; (2) the district retention rate rose from 4.95 percent in June 1988 to 5.09 percent in June 1989, the first increase since 1984; (3) the retention rates for both elementary and junior high school students are markedly lower than for senior high school students; (4) approximately 58 percent of the retainees in June 1989 were male; (5) retention rates for high school students were several times higher than for elementary or junior high school students; (6) the highest retention rate for elementary school students was in grade 1 (3.60 percent); (7) the highest retention rates for senior high school students were in grade 10 (26.39 percent) and grade 9 (24.95 percent); and (8) although the percentage of black students retained dropped from 6.07 percent in 1987 to 5.88 percent in 1989, these students had the highest retention rate of any ethnic/racial group. Statistical data are presented in two graphs. A copy of the LAUSD retention policy and five tables of statistical data are appended. (FMW)

ED 330 772 UD 028 014

Pike, Daniel W.
Follow-Up of the 1988 High School Graduates in the Los Angeles Unified School District. Publication No. 550.
Los Angeles Unified School District, CA. Program Evaluation and Assessment Branch.
PUB DATE - Apr 90
NOTE - 63p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Curriculum Development; *Employment; Graduate Surveys; *High School Graduates; High Schools; *Outcomes of Education; *Postsecondary Education; Questionnaires; *Racial Differences; Secondary School Curriculum; Urban Schools
IDENTIFIERS - *Los Angeles Unified School District CA

This survey reports the activities of students one year after graduation from high school in 1988 in the Los Angeles Unified School District (LAUSD). Information was gathered from a survey mailed to a stratified random sample (for ethnicity and school) of routes to certification through Massachusetts approved and/or registered programs, interstate reciprocity, and transcript evaluation; (2) alternative routes to certification through the apprentice teacher program and/or certification review panel; (3) internships; and (4) waivers. A chart displaying routes to certification, definition of terms, and a list of resource materials are included. (JD)

ED 330 654 SP 032 958

Merseth, Katherine K.; Sandholtz, Judith H.
Increasing Collaboration and Professional Knowledge through Course Development: The Form Fits the Function.

PUB DATE - 28 Feb 91
NOTE - 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Atlanta, GA, February 27-March 2, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *College School Cooperation; Collegiality; Cooperating Teachers; *Course Content; *Education Courses; Higher Education; High Schools; *Inservice Teacher Education; Student Teacher Supervisors; Student Teaching; *Supervision; Teacher Education Curriculum; *Teacher Educator Education
IDENTIFIERS - Jurupa Unified School District CA; University of California Riverside

The Comprehensive Teacher Education Institute (CTEI) is a collaborative venture between the University of California (Riverside) and the Jurupa Unified School District whose goal is to improve the education of prospective teachers and increase the professional knowledge and personal esteem of experienced practitioners. In an effort to enhance the supervision of prospective teachers, CTEI developed and offered a course in supervision which stressed both theoretical models and practical applications of supervision. Participants in the course included school teachers and administrators, graduate students, and college faculty, all of whom were involved in the supervision of student teachers. A study was conducted to examine the extent to which the course increased the knowledge of university and school site personnel in the field of supervision and fostered extensive communication among diverse participants. The investigation drew from four sources of data: surveys administered during and at the conclusion of the course, course evaluations, interviews with student teachers, and informal observations. Findings show that: the course incorporated a model of shared leadership which appeared to increase levels of collegiality and respect; the course organization illuminated and reinforced the power of diversity; and the course structure offered an opportunity to recognize and legitimize the knowledge of practitioners. (IAH)

ED 330 655 SP 032 960

Goodlad, John I.
Teachers for Our Nation's Schools.

PUB DATE - 90
NOTE - 427p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Opinions/Personal Viewpoints/Position Papers/Essays (120)

childhood education licenses (which is beneficial since the best predictor of appropriate teacher behavior is the amount of formal education and training). As acknowledgement of the educational aspects of preschool education increases, state education agencies are receiving regulatory power over public preschool programs. This often conflicts with state social service agencies' regulation of custodial day care programs. High quality programs must encompass both education and social services. Different states offer various configurations of preschool credentials (e.g., early childhood education licenses distinct from elementary licenses, and title-specific licensure denoting the license range). Distinctions are made among early childhood professionals regarding credentials and compensation, with the public sector paying teachers better than the private sector and salaries higher in early education than in child care. (SM)

ED 330 675 SP 032 990

Summerfield, Liane M.
Drug and Alcohol Prevention Education. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Alcohol Education; Community Involvement; Curriculum Development; *Drug Abuse; *Drug Education; Elementary Secondary Education; Health Education; Health Promotion; Inservice Teacher Education; Student Attitudes; *Substance Abuse; Teacher Role; Tobacco
IDENTIFIERS - *America 2000; ERIC Digests; *National Education Goals 1990

This digest discusses the issue of safe, disciplined, drug-free schools, one of the six national goals for American education established as a result of the February 1990 education summit. The importance of including substance use in comprehensive school health education (as well as other content areas of the curriculum) is stressed, noting that school systems, administrators, parents, and the community must establish policies and strategies for achieving objectives at the local level. Program philosophy must evolve from the community in order to lessen community resistance to sensitive issues and to increase curriculum relevance. Very little evaluation has been done on drug education programs, but the information available indicates that instruction must begin early in life, be part of a comprehensive health curriculum, ensure community involvement, and include teacher training. Implementation of drug education programs involves three steps: needs assessment; curriculum development; and program evaluation. Inservice teacher education is crucial to successful drug and alcohol education. (SM)

ED 330 676 SP 032 991

Sullivan, Pat
Exercise Adherence. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 4p.

Being an Effective Facilitator," precedes the description of the activities and includes a discussion of 10 principles that should be considered by effective and responsible facilitators when planning outdoor experiential learning activities. The activities, which are generally group activities, are presented in four sections: (1) "Teamwork Activities"; (2) "Outdoor Skill Acquisition Activities"; (3) "Outdoor Recreation Activities with Academic Application"; and (4) "Outdoor Physical Fitness Activities." Many of the activities focus on group problem solving, effective communication, and respect for the natural environment. Each presented activity features a general description and objectives, variations, group age and size, equipment and facilities, safety and environmental considerations, time requirements, and number of facilitators required. (IAH)

ED 330 695 SP 033 026

Chamberlin, Craig, Ed.
Completed Research in Health, Physical Education, Recreation & Dance, Including International Sources. Volume 32-1990 Edition.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
PUB DATE - 91
NOTE - 179p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reference Materials - General (130), Reports - Research/Technical (143)
DESCRIPTORS - Abstracts; *Athletics; *Dance Education; Doctoral Dissertations; Drug Education; Elementary Secondary Education; *Health Education; Higher Education; *Leisure Education; Masters Theses; *Physical Education; *Physical Fitness; Professional Associations; Sports Medicine
IDENTIFIERS - *AAHPERD

This compilation provides 256 abstracts of research completed in the areas of health, physical education, recreation, dance, and allied areas during 1989. Master's theses and doctoral dissertations are abstracted from institutions offering graduate programs in those fields. The volume includes an index to the abstracts in which references are arranged under the subject headings in alphabetical order. All abstracts are numbered in alphabetical order according to institution; names of institutional representatives submitting abstracts are indicated. (AMH)

ED 330 696 SP 033 039

Griffith, Bryant E.; Benson, Garth D.
Novice Teachers' Ways of Knowing.

PUB DATE - Apr 91
NOTE - 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cognitive Style; *Concept Formation; Elementary Education; *Epistemology; Higher Education; *Instruction; Literature Reviews; Models; *Student Teachers; Teaching (Occupation)
IDENTIFIERS - *Conceptual Change Theory of Knowledge; *Teacher Knowledge

A study was conducted to determine: why teachers think the way they

Seven case illustrations of affirmative action (AFA) programs are presented. Increases in the numbers of women and minority students at professional schools have been reported, but disadvantaged populations still suffer underrepresentation. The literature indicates that effective AFA may be realized through: early identification programs and pre-professional contact during recruitment; role modeling and mentoring used from early identification through professional licensure; resocialization techniques for both faculty and students used after matriculation; and academic, social, and psychological support services used during the program to enhance retention. A survey of law, medical, dental, and veterinary schools revealed various AFA strategies used for the recruitment, admission, and retention of women and minorities. Data for the seven case studies included responses by AFA officers to a nine-item mail questionnaire. The survey examined enrollment, graduate, and licensure rates for women and minority students as well as recruitment, admission, and retention strategies used to facilitate AFA. The results are based on the responses of personnel from 10 medical, 10 veterinary, 11 dental, and 24 law schools. The case studies demonstrate the effectiveness of a concise, directed program of strategies complementary to the professional school, its faculty, their geographic location, their targeted clientele, and their specific goals for cultural diversity. A 38-item list of references and three data tables are included. (TJH)

ED 330 715 TM 016 297

Perlman, Carole L.
Developing a Comprehensive Assessment Program.

PUB DATE - Apr 91
NOTE - 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classroom Techniques; Educational Assessment; *Educational Change; Elementary Secondary Education; Inservice Teacher Education; *Program Development; *School Districts; *Standardized Tests; Teacher Education; Testing Problems; *Testing Programs; Test Use
IDENTIFIERS - Chicago Public Schools IL

The use of standardized tests within the Chicago (Illinois) Public School System and elsewhere is discussed in the context of school reform efforts. Standardized tests have been criticized as: being too general to assess all valued outcomes; being too general to fit with local curricula; and directing instruction only to test objectives. Recent assessment designs have: relied more heavily on written, as opposed to multiple-choice, formats; increased the variety of performance tasks covered; and incorporated student portfolios. A study by R. J. Stiggins (1988) of school assessment indicated that: (1) teachers spend as much as 20 to 30% of their professional time directly involved in assessment-related activities; (2) teacher training in assessment does not aid teachers' day-to-day classroom activities; and (3) inadequate classroom assessment mat adversely affect learners. Based on this discussion, it is suggested that school districts continue implementing standardized testing programs, take steps to maximize the validity of assessments, use valid systemwide performance assessment to the greatest extent possible, promote high-quality classroom assessment, and use assessment results intelligently and appropriately. (TJH)

sector. Lack of statistical data by race and by region about job segregation, income levels, and promotions make it difficult to determine the extent of discrimination against any one group. However, a number of studies indicate that VMs are underrepresented in the workforce and are being denied full participation in public institutions. Affirmative action and contract compliance programs may provide a solution. The Employment Equity Act of 1986 promotes affirmative action at the federal level and applies to contractors supplying goods and services to the federal government. Voluntary affirmative action programs are legal in all Canadian jurisdictions, under the Canadian Charter of Rights and Freedoms. The Supreme Courts of both Canada and the United States have upheld the validity of affirmative action programs in both countries. Studies in the United States indicate that contract compliance programs that incorporate affirmative action plans are effective in increasing the employment, occupational mobility, and earnings of minority groups. The Canadian federal contractors program, which shows promise of improving the employment opportunities of the VMs, is vigorously enforced by the Canada Employment Immigration Commission. Policy recommendations are made. A translation in French is included. A list of 59 references is appended. (FMW)

ED 330 734 UD 027 860

Ledoux, Michel; Pendakur, Ravi
Multicultural Canada: A Graphic Overview = Un Canada Multicuturel: Representation Graphique.
Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE - Jan 90
NOTE - 214p.
LANGUAGE - English; French
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110),
DESCRIPTORS - *Canada Natives; Census Figures; *Cultural Differences; Cultural Pluralism; Demography; *Ethnic Distribution; Ethnic Groups; Foreign Countries; *Immigrants; *Minority Groups; *Official Languages; Urban Demography
IDENTIFIERS - *Canada

This graphic overview uses 28 bar and pie graphs to illustrate Canada's ethnic and linguistic diversity. Information was drawn primarily from 1986 census figures. The following categories are examined: (1) ethnic origin; (2) language; (3) visible minorities (nonwhites); (4) aboriginal peoples; and (5) immigration. Information is reported for the nation, the provinces, the territories, and the major Canadian urban centers of Toronto (Ontario), Montreal (Quebec), and Vancouver (British Columbia). The following highlights are included: (1) Canada is a multicultural country; (2) the extent of cultural diversity varies by region; (3) there are many different ethnic communities and different provinces have different ethnic mixes; (4) the major cities have diverse populations; (5) many Canadians have nonofficial languages (neither French nor English) as mother tongues and continue to speak them at home; (6) 1.2 percent of Canadians cannot speak either French or English; (7) over 90 percent of visible minorities live in four provinces and two-thirds live in the three largest cities; (8) over 700,000 Canadians report aboriginal ancestry; (9) the visible minority and aboriginal populations are younger than the total population; (10) almost four million Canadians are immigrants; and (11) the immigrants' countries-of-origin are changing. A translation in French is included. A four-item bibliography, a glossary, and 26 tables of statistical data are appended. (FMW) measured by curriculum inventories. Instruction and field trips were to concentrate on career information, job seeking and maintenance behavior, consumerism, personal finance, personal grooming, hygiene, and dressing. Analysis of student performance indicated that 94 percent of the students reached or exceeded the mandated goal, and over 91 percent mastered all of the objectives they attempted. High student transiency levels underscored the importance of individualized instruction. The report presents five recommendations and includes statistical data in four tables. (AF)

ED 330 753 UD 027 985

Askins, William; Tierney, William
High School E.C.I.A. Chapter 1 P.L. 89-313 Program 1989-90. State Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE - Aug 90
NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Adjustment (to Environment); Compensatory Education; Federal Aid; High Schools; *High School Students; Minimum Competency Testing; Program Effectiveness; *Program Evaluation; *Special Education; *Special Needs Students; *Supplementary Education
IDENTIFIERS - Education Consolidation Improvement Act Chapter 1; *New York City Board of Education; *Public Law 89 313

The High School Public Law 89-313 Instructional Support Program was designed to enhance the education of handicapped high school students who were formerly enrolled in state-operated or state-supported settings prior to being transferred to a New York City public school. Eligible students are those with handicapping conditions who may be encountering difficulties adjusting to a high school's special education classroom environment as a result of having come from a highly structured setting. This report evaluates the 1989-90 program. Findings suggest that the program was successful in meeting and surpassing all but one of its stated evaluation objectives. The program generally received positive ratings from teachers, teacher trainers, and site coordinators. Analysis of a sample of students reflected that the program did not meet the first student outcome objective or its alternative (that 80 percent of students would show a 10 percent improvement in Regents Competency Test (RCT) raw scores, or would pass the examination); however, the program not only met but surpassed the second student outcome objective and its alternative (that 20 percent would show a 15 percent improvement in RCT raw scores, or would pass the examination). The report presents four recommendations and includes statistical data in two tables. (AF)

ED 330 754 UD 027 987

Ong, Paul
The Hispanization of L.A.'s Poor. Research Note. Draft. Revised.

PUB DATE - Dec 88
NOTE - 26p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Access to Education; Census Figures; Economically Disadvantaged; Education Work Relationship; Ethnic Discrimination; *Hispanic Americans; Immigrants; *Labor Market; *Low Income; *Low

985 graduates. Response rate was 81 percent. The following findings are presented: (1) approximately 71 percent of the graduates were attending postsecondary schools, and one-half of this group were enrolled in four-year colleges or universities; (2) Asian American and Filipino American graduates were most likely to attend four-year colleges or universities, while Black and Hispanic American graduates were least likely to attend; (3) almost three-fourths of the graduates were employed, and the majority of this group were working while attending school; (4) Black graduates were most likely to work full-time and not attend school; (5) graduates agreed that they received adequate writing and mathematics training in high school, but were critical of their computer training; (6) most students agreed that more high school classes should be offered to prepare them for a job; (7) most graduates generally wanted different high school courses, particularly computer classes, and more preparation for employment or further education; and (8) the results of this survey were similar to those of the 1985 and 1986 surveys, suggesting a consistent pattern of student attitudes and postsecondary activities. Statistical data presented in one graph and 24 tables and the survey questionnaire are appended. (FMW)

ED 330 773 UD 028 022

Boll, Jay
Youth Development: A Case Study from Honduras.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE - Dec 89
NOTE - 122p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Adolescents; Case Studies; Elementary Secondary Education; Foreign Countries; *Homeless People; Preschool Education; *Recreational Programs; *Residential Institutions; Urban Programs; *Vocational Education; Voluntary Agencies; Youth Problems; *Youth Programs
IDENTIFIERS - *Honduras; *Peace Corps

This case study documents the experiences of a Peace Corps volunteer who worked as a Youth Development volunteer with disadvantaged institutionalized youth in Honduras. Youth Development volunteers provide direct services in the areas of vocational education, recreational programming, informal education, and counseling. Many are assigned to residential youth centers for homeless, abused, or abandoned children, where they work closely with host-country counterparts. Each volunteer should develop a deliberate and well-informed practice theory based on both research in the field of child development and personal experience. Most residential programs for homeless youth are total institutions where children are isolated from family and peers. Such institutions often aggravate the problems of the youth they were designed to help. Public education could provide needed social interaction, but most disadvantaged youth require special assessment and remedial support to overcome learning disabilities. Vocational education programs should be a major part of the residential program; however, income-generating projects that use student labor must be approached with caution. Recreation and leisure skills are also important to healthy child development. The following special programs are described: (1) gardens and small animal projects; (2) youth empowerment projects; (3) libraries; (4) reading programs; (5) fund raising; (6) environmental education; (7) clubhouses; and (8) sibling care. Three illustrations are included. A 44-item bibliography is appended. (FMW)

DESCRIPTORS - Educational Change; Educational Environment; Educational Improvement; *Educational Principles; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Role of Education; *Schools of Education; State Action; Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS - Professional Development Schools

A 5-year study of teacher education and the institutional and regulatory context in which it is conducted reveals that several conditions undermine teacher education. These conditions include: low prestige of education departments; preeminence among teacher educators of scholarly publishing over teaching; and stifling, state-mandated curriculum and credentialing requirements. Nineteen postulates, or presuppositions, are proposed regarding the conditions that will need to be in place if able, dedicated persons are to be attracted to school teaching, well prepared for the challenges they will face, and induced to stay with teaching as a career. The first four postulates outline reasonable expectations for the colleges and universities that assume the responsibility of educating educators. Additional postulates relate to selection of students, state licensing of teachers, clinical training of teachers, university/school district collaboration, and teacher education curriculum. (IAH)

ED 330 656 SP 032 968

Creek, Roy J.; And Others
Internality and Achievement in the Intermediate Grades.

PUB DATE - 91
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Academic Achievement; *Cognitive Measurement; *Cognitive Style; Elementary Education; Elementary School Students; Grade 3; Grade 4; Grade 5; *Intelligence Quotient; Intelligence Tests; *Locus of Control; Mathematics Achievement; Predictive Validity; Predictor Variables; Reading Achievement; Scores; Self Concept; *Student Characteristics
IDENTIFIERS - *California Achievement Tests

Locus of control is a construct that reflects an individual's perception of control over his or her own destiny. The thesis is that people adopt either an internal or an external orientation. Internally oriented persons consider success the result of ability and effort. Externally oriented individuals attribute success to luck, fate, or powerful others. There is sufficient research to document a relationship between locus of control and academic achievement. Just as one would expect students with higher I.Q. scores to outperform their lower scoring classmates, there is evidence to support the notion that internally oriented students outperform their externally oriented counterparts. This study explores the respective degrees of influence that each of these variables exercises upon the reading and mathematics achievement of third-, fourth-, and fifth-grade children (N=77) as measured by the California Achievement Tests. The data from the test performance of the intermediate students supported the results of previous studies with middle school students. The group of nongifted internals with a mean I.Q. of 120 produced the same test results in reading and mathematics as the gifted externals group with a mean I.Q. of 140. The data support the contention that internality is as accurate as I.Q. in predicting performance on standardized achievement tests. The data are displayed in nine tables. (JD)

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Attitude Change; *Behavior Change; Change Strategies; Elementary Secondary Education; *Exercise; Habit Formation; *Health Activities; Health Promotion; Higher Education; Models; Motivation; *Persistence; *Physical Fitness; *Self Control
IDENTIFIERS - ERIC Digests

This digest discusses exercise adherence, noting its vital role in maximizing the benefits associated with physical activity. Information is presented on the following: (1) factors that influence adherence to self-monitored programs of regular exercise (childhood eating habits, and psychological, physical, social, and situational factors); (2) theoretical models of exercise adherence (psychobiologic screening model, locus of control, and adherence as a process); and (3) strategies for behavior change (self-control strategies, relapse prevention, and motivational strategies). Applying this knowledge to individual situations can assist in developing and maintaining the habits associated with a healthy lifestyle. (SM)

ED 330 677 SP 032 992

Strom, Sharon
The Knowledge Base for Teaching. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Beginning Teachers; Curriculum Development; Definitions; *Educational Quality; Excellence in Education; Higher Education; *Preservice Teacher Education; Professional Associations; *Professional Recognition; *Standards; Teacher Education Programs; Teacher Improvement
IDENTIFIERS - American Association of Colleges for Teacher Educ; Association of Teacher Educators; *Conceptual Frameworks; ERIC Digests; *Knowledge Base for Teaching

This digest examines the knowledge base for teaching, noting that many critical decisions about educational structure, policy, and assessment rely on it. The professionalization of teaching depends on showing that teaching requires mastery of a specialized body of knowledge that is applied ethically. Serious deliberation is needed in the professional community about types of knowledge required, conceptual frameworks for organizing and using knowledge, and modes of inquiry used in creating and validating knowledge claims. Several knowledge base frameworks have emerged recently, including two sponsored by national associations for teacher education. These frameworks have resulted in discussions about defining the knowledge base. Implications for teaching and teacher education include adding impetus to calls for change in educational curriculum and structure (thus changing preservice and beginning teacher programs). Five criteria for evaluating the extent to which conflicting conceptions of the knowledge base actually inform practice are: (1) relation of different types of knowledge to disciplined inquiry; (2) inclusion of multiple perspectives on teaching and schooling; (3) explanation of the interdependence of technical and normative aspects of teaching; (4) usefulness of the framework; and (5) degree to which it do; what teachers know and what is transferred to students; and, how novice teachers and experienced teachers alike attempt to make sense of the world. The subjects of the study were 117 elementary education student teachers. A pretest was administered prior to student teaching with respect to the novices' knowledge and beliefs about teaching as well as their views on teaching and learning through knowledge of content. A posttest was given upon completion of the student teaching experience. Among the findings of the study were: (1) student teachers view knowledge as more than factual content; and (2) knowledge becomes an understanding of the ways in which people think and of the ways novice and experienced teachers alike attempt to make sense of the world. Because the shape and scope of knowledge is ever changing, novices needs to be encouraged to be risk takers and flexible thinkers. In the past, education has presupposed that success in life comes with mastery of fixed content. This study implies, however, that the shape of new curriculums might well mirror the shape of human understanding without fixed beginnings or endings. (LJL)

ED 330 697 TM 016 095

National Curriculum: Task Group on Assessment and Testing. A Report.
Department of Education and Science, London (England).; London Univ. (England). Centre for Educational Studies.; Welsh Office, London (England). Education Dept.
PUB DATE - Dec 87
NOTE - 198p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Curriculum Development; *Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Measurement Techniques; *National Programs; Program Descriptions; *Student Evaluation; *Test Use
IDENTIFIERS - *Great Britain; Task Force Approach

Assessment and testing associated with implementation of the national curriculum developed by the British Department of Education and Science (London) are reviewed. Topics addressed include: profile components in the assessment framework, assessment and testing methods, bias in assessments, assurance of confidence in national assessment, reporting, the relation of criteria and scales to expected routes of child development, implementation of the curriculum in primary schools and secondary schools, assessment of children with special needs, the work of the national curriculum subject working groups, phasing of the curriculum implementation, the support structure, teacher training, educational materials, the role of the local educational authority, and future work for the task group designated to advise on assessment and testing within the national curriculum. Appendices include terms of reference and membership in the task group; a letter of guidance from the British Secretary of State; an annotated list of meetings; examples of test and assessment methods available; samples of tasks for students; a paper by the Equal Opportunities Commission ("National Testing and Equal Opportunities"); a technical note on reliability, validity, and error; guidelines for the conduct of group moderation meetings; records of achievement; a technical note on background factors affecting educational performance; school enrollment statistics; outlines of how the system can be implemented in primary schools and secondary schools; and data on existing and planned provisions for resource needs. (TJH)

ED 330 698 TM 016 194

ED 330 716 TM 016 302

Garcia-Perez, Miguel A.; Frary, Robert B.
Item Characteristic Curves: A New Theoretical Approach.

PUB DATE - Apr 91
NOTE - 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Decision Making; Equations (Mathematics); Graphs; Guessing (Tests); *Item Response Theory; Knowledge Level; Mathematical Models; Multiple Choice Tests; *Objective Tests; Polynomials; Psychological Characteristics; *Test Use
IDENTIFIERS - Finite Element Methods; *Item Characteristic Function; Item Parameters

A new approach to the development of the item characteristic curve (ICC), which expresses the functional relationship between the level of performance on a given task and an independent variable that is relevant to the task, is presented. The approach focuses on knowledge states, decision processes, and other circumstances underlying responses to objective tests. Earlier work on finite state models of objective test performance provides the basis for deriving expressions for ICCs that directly account for factors such as examinee willingness to guess, mode of test administration, number of options per item, and response strategy of the examinees. This approach uses a parameterization of ability different from that used in conventional item response theory (IRT) and yields ICCs that are polynomial functions of ability. The degree and coefficients of these polynomials depend in part on certain psychological/circumstantial factors. Examples are provided to demonstrate the means by which differing assumptions about objective test response strategies lead to variation in the shapes of the resulting ICCs. The advantages that IRT could gain from adoption of these ICCs are discussed, and the work that remains to be done before finite state polynomic ICCs can be used in practice is outlined. Some possible extensions to the finite state approach are also discussed. Six figures and a 40-item list of references are included. (Author/TJH)

ED 330 717 TM 016 304

Yates, Beverly J.
A Comparison of Effectiveness Ratings of Selected Principals and NASSP Assessment Center Ratings.

SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Apr 91
NOTE - 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Administrator Evaluation; *Assessment Centers (Personnel); Case Studies; Comparative Analysis; Instructional Leadership; Interrater Reliability; Interviews; *Predictive Validity; *Principals; Secondary Education; Test Validity
IDENTIFIERS - *Diagnostic Assessment School Principal Effect; National Association Secondary School Principals

The predictive validity of the National Association of Secondary

ED 330 735 UD 027 861

Visible Minority Canadians: A Graphic Overview = Les Minorities Visibles Au Canada: Presentation Graphique.
Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE - Jun 88
NOTE - 44p.
LANGUAGE - English; French
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110),
DESCRIPTORS - Census Figures; *Cultural Differences; Cultural Pluralism; Demography; *Educational Attainment; *Employment Level; Foreign Countries; *Income; *Individual Characteristics; *Minority Groups; Racial Differences
IDENTIFIERS - *Canada

This graphic overview uses ten bar graphs to illustrate demographic and socioeconomic characteristics of Canada's visible minorities. Visible minorities are persons, other than aboriginal peoples, who are, because of their race or color, members of minority groups within the Canadian population. The following highlights are included: (1) the visible minority population exceeds 1.1 million out of a total population of 24.1 million; (2) visible minorities comprise almost 5 percent of the population; (3) the visible minority population is younger than the population as a whole; (4) visible minorities are more likely to attend college than other Canadians; (5) Chinese and Indo-Pakistani Canadians have a higher postsecondary education enrollment rate than other Canadians, but Blacks have a slightly lower enrollment rate; (6) the average income of visible minorities is marginally lower than that of the total population; (7) the average income of visible minorities is observably lower than that of the total population of the provinces with the highest proportions of visible minorities in the population; (8) visible minorities are underrepresented in high-salary jobs; (9) visible minorities are underrepresented in managerial positions; and (10) the percentage of self-employed individuals differed greatly among visible minority groups. A translation in French is included. A three-item bibliography and 10 tables of statistical data are appended. (FMW)

ED 330 736 UD 027 863

Institutional Change Strategies in Response to Multiculturalism.
Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE - Sep 87
NOTE - 91p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Attitude Change; Case Studies; *Change Strategies; *Cultural Pluralism; *Federal Government; Foreign Countries; *Organizational Change; Resistance to Change
IDENTIFIERS - *Canada

This report provides a theoretical and practical framework to guide Canadian policymakers in instituting a long-lasting and enduring change in the federal government that will ensure social, economic, and political equity for all Canadians of all cultural and racial origins. The literature on organizational change was reviewed and summarized under the broad categories of philosophy and principles, models, and guiding propositions. The following guiding propositions common to effective change strategies were identified: (1) clearly defined needs and development of a clear

Income Groups; *Poverty; *Urban Problems
IDENTIFIERS - *California (Los Angeles); Immigration Impact; Latinos

This research note documents the Hispanization of the poor in Los Angeles (California). The single most dramatic change in income inequality in this city over the last few decades is the ethnic recomposition of the economically disadvantaged. The number of poor Latinos has grown so significantly since the late 1960s that this group now constitutes a majority of the poor in this region. The paper is organized into three parts. Part I, "Poverty in Los Angeles," summarizes the basic trends in poverty based on unpublished data. Part II, "Low-Income Workers and Poverty," indicates that Hispanic poverty is not primarily a problem of leaving the job market but one of inadequate income from work. Part III, "Some Underlying Factors," discusses the following five conditions that have contributed to the growth of the Hispanic poor: (1) the massive influx of immigrants who have few marketable skills; (2) inequalities in educational opportunity and underpreparation for the job market affecting American-born Hispanics; (3) discrimination in the labor market; (4) a decline in better-paying industrial jobs; and (5) greater job competition among Latinos due to the increasing supply of Hispanic labor. The paper includes a list of 16 references and 14 notes include statistical data and calculations. (AF)

ED 330 755 UD 027 989

Davidoff, Stephen H.
Chapter 1 Evaluation & Reporting System, 1989 Update. Technical Report No. 9013.
Philadelphia School District, Pa.
PUB DATE - 90
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Numerical/Quantitative Data (110)
DESCRIPTORS - Compensatory Education; Elementary Secondary Education; *Mathematics Achievement; *Outcomes of Education; *Program Effectiveness; Program Evaluation; *Reading Achievement; *Teacher Student Ratio; Urban Schools
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1; *Philadelphia School District PA

This technical report updates the Chapter 1 Evaluation and Reporting System (CHIERS) used by the Philadelphia (Pennsylvania) School District to gather and report student information related to compensatory education programs funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981, with information about 1988-89 projects. CHIERS includes information on school location, achievement test scores, and services received. The following findings are reported: (1) reading or mathematics projects provided 119,165 services to over 53,000 students; (2) the students who received services were nearly as stable as the larger school population; (3) there were only minor differences in the effectiveness of most reading projects as measured by achievement test scores, with the exception of three projects; (4) there were only minor differences in the effectiveness of mathematics programs as measured by achievement test scores, with the exception of one project; and (5) a low student-teacher ratio (20-1 or less) appears to improve program effectiveness. Statistical data are presented in five tables and four graphs. (FMW)

ED 330 756 UD 027 991

ED 330 657 SP 032 969

Marso, Ronald N.; Pigge, Fred L.
Factors Associated with Longitudinal Changes in Teachers' Attitude toward Teaching during Training and the First Year of Teaching.

PUB DATE - Feb 91
NOTE - 24p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Academic Ability; *Attitude Change; *Beginning Teachers; Career Choice; Elementary Secondary Education; Higher Education; *Individual Development; Program Attitudes; *Student Teachers; *Teacher Attitudes; *Teacher Characteristics

This study investigated whether or not selected academic ability indices and personal characteristics of 65 teachers (all were Bowling Green State University teacher candidates who began their teacher training in 1985 and who by June 30, 1989 had completed their first year of full-time classroom teaching) were associated with longitudinal changes in their attitude toward teaching measured upon the commencement of training, after student teaching, and near completion of their first year of full-time teaching. One- and two-factor repeated measures ANOVA procedures revealed that the average attitude toward teaching of the neophyte teachers did not differ at these three points in teacher development; that university grade point average, American College Test scores, Comprehensive Test of Basic Skills scores, and student teacher performance ratings were not associated with their attitude toward teaching; but that Rotter's locus of control, Myers-Briggs Type Indicators, gender, grade level of instruction, earliness of their decision to choose teaching as a career, and perceptions of the quality of their training were each associated with the teachers' attitude toward teaching. (Author/JD)

ED 330 658 SP 032 970

Westerman, Delores A.
Teacher Decision Making by Experts and Novices across Three Stages: Preactive, Interactive, and Postactive.

PUB DATE - Feb 91
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Cognitive Processes; *Cooperating Teachers; *Decision Making; Elementary Education; Higher Education; *Planning; Student Behavior; *Student Teachers; Teacher Behavior; Teacher Education

This study examined the thinking and decision making of expert and novice teachers in three stages of decision making: practive (planning), interactive (actual teaching), and postactive (evaluative reflection). Novices in the study were five student teachers, and experts were their five cooperating teachers in a suburban elementary school. Data sources included: (1) audiotaped planning interviews; (2) videotapes of actual lessons; (3) stimulated recall interviews; (4) postactive interviews; (5) delayed self-reports; and (6) relevant printed materials. Qualitative analysis of the data followed the constant comparative method of Glaser and Strauss (1967). Findings indicate that skills encourages reflective judgment and action. (SM)

ED 330 678 SP 032 995

Evans, Allen D.; Johnson, Carole S.
Theoretical Orientations and Content Knowledge of Pre-Service Reading Teachers: A Preliminary Investigation into Cognitive Apprenticeships.

PUB DATE - 14 Mar 91
NOTE - 31p.; Paper presented at the Annual Pacific Northwest Research and Evaluation Conference (19th, Vancouver, WA, March 14, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Educational Theories; Elementary Education; Field Experience Programs; Higher Education; Methods Courses; *Practicums; *Preservice Teacher Education; Problem Solving; *Productive Thinking; *Reading Instruction; *Reading Teachers; Student Teaching; *Theory Practice Relationship
IDENTIFIERS - Teacher Knowledge; Theory Development

Cognitive apprenticeships have three essential characteristics: (1) they make use of the learner's prior knowledge; (2) they allow that learned procedures for solving problems may be modified in new situations; and (3) they acknowledge that individuals generate their own solution paths, often through a collaborative process. Preservice elementary teachers in an introductory elementary reading methods course were studied to investigate the influence of a "real school" practicum experience on their theoretical orientations and content knowledge. One group of preservice teachers (N=24) completed a 6-week elementary school practicum during the first half of the semester, then took an elementary reading methods course. A second group (N=24) completed the elementary reading methods course first, with the 6-week practicum second. Data relative to theoretical orientations were collected with the DeFord Theoretical Orientation to Reading Profile, and data relative to content knowledge were collected with the Rude Knowledge Test of Reading for Elementary School Teachers. Results indicate that the practicum experience did not appreciably influence the student teachers' theoretical orientations to teaching reading. The paper concludes by offering three recommendations for the next phase of the study: (1) include more indepth inquiry into the nature of the practicum; (2) conduct more complete analysis of theoretical orientation and content measures for both groups; and (3) examine the degree to which each teacher's theoretical orientation agrees with that of the supervising teacher. (SM)

ED 330 679 SP 032 997

Price, John L.; And Others
Remediation of Content/Skill Deficiencies in Middle Level Students.

PUB DATE - Nov 90
NOTE - 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Failure; Basic Skills; Curriculum

Market Data Retrieval's Enrollment Report 1989/90 vs. 1990/91.
Market Data Retrieval, Inc., Shelton, CT.
PUB DATE - 91
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - Elementary Secondary Education; *Enrollment Trends; *Public Schools; *School Statistics; State Surveys; Statistical Data; Tables (Data)
IDENTIFIERS - County Surveys

Four tables present public school enrollment data in the United States for the 1989-90 and 1990-91 school years. The first table presents total state enrollments, arranged alphabetically, for the 2 years. The total public school enrollment in 1989-90 was 40,632,578, and that in 1990-91 was 41,068,125. The second table presents, for 147 counties nationwide, increases of 1,000 students or more in descending order by variance. The third table compares the enrollment decreases of 1,000 students or more for 49 selected counties, arranged in descending order by variance. The fourth table arranges county enrollment variances for both years for 197 selected counties in descending order of variance within each state. (SLD)

ED 330 699 TM 016 238

Romereim, Loye D.
Federally Mandated Special Education Related Services: Present and Projected Trends.

PUB DATE - Oct 89
NOTE - 25p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 5-7, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Administrators; Children; Disabilities; Educational Legislation; *Educational Trends; Elementary Secondary Education; Federal Legislation; Literature Reviews; Services; *Special Education; *State Departments of Education; State Programs; Trend Analysis
IDENTIFIERS - *Education for All Handicapped Children Act; *Related Services; Sioux Falls School District SD

The present and future status of the related services component of Public Law 94-142, the Education for All Handicapped Children Act of 1975, was studied. The purposes of this study were to determine whether or not: state educational agencies had provided or planned to provide written guidelines regarding specific related services; selected issues concerning the delivery of related services were presently considered to exist and/or were projected to exist in 1995; and there was a difference between the services presently permitted in each state and those services projected to be allowable in 1995. Information was obtained from: (1) an earlier study conducted by L. D. Romereim for the Sioux Falls School District (South Dakota); (2) a review of related literature, including legislation and litigation; and (3) a survey of state directors of special education concerning selected current and projected related services issues. Thirty-seven (73%) of 51 state directors of special education responded to a mailed questionnaire that was developed for the study. Less than half of the respondents indicated that their state had developed related

School Principals (NASSP) assessment center evaluation process for principals is compared with the perceived effectiveness of a selected population of principals. The NASSP assessment center approach includes a case study, a personal interview, two exercises, and a scholastic examination. The tasks are assigned to address problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, personal motivation, range of interests, and educational values. The present correlational study used scores from 44 principals who had attended two midwestern assessment centers. To obtain ratings of principal effectiveness, the selected principals were then asked to complete the principal form of the Diagnostic Assessment of School and Principal Effectiveness (DSAPE). The Pearson correlation coefficient was used to measure the association between the sets of scores. With 312 correlations computed for the selected sets, it would be expected that chance alone would reveal 15 significant correlations at the 0.05 level. In this study, six correlations were judged to be significant at the 0.05 level, and none were judged to be significant at the 0.01 level. There seems to be no relation between DSAPE and NASSP assessment center scores. Ten tables and a 27-item list of references are included. (TJH)

ED 330 718 TM 016 306

Walls, Richard T.; And Others
Fan Size and Foil Type in Recognition Memory.

SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 87
NOTE - 31p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *College Students; Computer Assisted Testing; Dialogs (Language); *Distractors (Tests); Higher Education; *Recognition (Psychology); Redundancy; Semantics; Timed Tests
IDENTIFIERS - Episodic Memory; *Fan Spread Hypothesis; *Retrieval (Memory); Story Content; West Virginia University

An experiment involving 20 graduate and undergraduate students (7 males and 13 females) at West Virginia University (Morgantown) assessed "fan network structures" of recognition memory. A fan in network memory structure occurs when several facts are connected into a single node (concept). The more links from that concept to various discrete facts (the larger the fan), the slower the retrieval time (fan effect). The experimental design of this study, which used a fact retrieval paradigm, was a three-way, mixed design with one between-subjects independent variable (the number of times a conversation was heard by a learner) and two within-subjects independent variables (fan size and type of test statement). Subjects listened either one time or three times to a 2.5-minute conversation between Sherlock Holmes and Doctor Watson that was taped from a radio program. The subjects were tested, using a timing program, for recognition of target probes and three types of foils (within-fan, cross-fan, and outside-story) associated with large versus small fans. Twenty-four test statements were administered. Fan size, type of test statement (target probes and foils or distractors), and number of times heard all had significant effects on recognition memory. There was also evidence that semantic and episodic themes were operating to influence performance. The text of the conversation used in the study is included. A 20-item list of references and three data tables are provided. (TJH) vision of intended results; (2) the means for ensuring change; (3) powerful central figures and informed, motivated people; (4) bringing the affected people into the process; (5) a single application of a technique is not enough; and (6) no single technique is optimal and diagnosis is essential. These guiding propositions were applied to case studies of three analogous change interventions in the federal government involving official languages, the status of women, and the status of disabled persons. Three additional organizational case studies were developed to test the application of the guiding propositions in the City of Toronto, Air Canada, and Warner-Lambert. Lessons from the case studies were summarized and used to develop specific recommendations, based on the guiding propositions, for the introduction of multiculturalism into the federal government. A 146-item bibliography and a list of interview participants are appended. (FMW)

ED 330 737 UD 027 922

Morris, Robert C., Ed.
Youth At-Risk: A Resource Guide. Proceedings of the Annual Southeastern Conference on At-Risk Youth (1st, Savannah, Georgia, February 2-3, 1990).

PUB DATE - 91
NOTE - 163p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Comprehensive Programs; *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; Higher Education; *High Risk Students; *Parent Participation; Postsecondary Education; Potential Dropouts; Resource Materials; *School Community Relationship

This resource guide includes abstracts of 90 papers presented at the conference. Section 1, "Understanding Students At-Risk," includes 17 abstracts that emphasize the need for a comprehensive set of services that can respond to the diverse needs of at-risk students. Section 2, "Preventing and Reducing Incidence of At-Risk," includes 17 abstracts that focus on the need to identify and address those conditions that place a student at risk early in the schooling process. Section 3, "Changing the System," includes 15 abstracts that focus on cooperative, systematic efforts to improve conditions in the home, the school, and the media. Section 4, "Strategies and Programs for Working with At-Risk Youth," includes 22 abstracts that describe unique dropout prevention programs and strategies from preschool through college. Section 5, "Utilizing Community Resources," includes nine abstracts that describe community-based strategies that use businesses, citizens, and parents. Section 6, "Facilitating Parent Involvement," includes 10 abstracts that describe studies and programs focusing on the following types of parent involvement: (1) basic parenting obligations; (2) school obligations; (3) parent involvement at school; (4) parent involvement in learning activities at home; and (5) parent involvement that relates to decision-making or advisory roles. The conference program and a list of presenters is appended. (FMW)

ED 330 738 UD 027 935

Garner, Catherine L.
Does Deprivation Damage? A Study of the Incidence of Deprivation in Lothian and of Its Influence on Young People's Educational Attainment.

Davidoff, Stephen H.
Chapter 1 Snapshots: An Indicator Based Evaluation, 1985-1989. Report No. 9002.
Philadelphia School District, Pa.
PUB DATE - 90
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Achievement Gains; Compensatory Education; *Educational Assessment; Elementary Secondary Education; Longitudinal Studies; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Statistical Data; Urban Schools
IDENTIFIERS - Educational Indicators; *Education Consolidation Improvement Act Chapter 1; *Philadelphia School District PA

This evaluation of compensatory education programs in the Philadelphia (Pennsylvania) Public Schools, funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981, uses an indicator-based multiple-year approach to chart changes between 1985-86 and 1988-89. An educational indicator is a number that provides useful information concerning the characteristics and vitality of an educational system. Indicators were developed to measure services, student participation, and student achievement gains, and to compare the achievement gains of Chapter 1 participants with those of regular students. The following findings are included: (1) variations in the number of services provided varied slightly from year to year, based on system enrollment and program reorganization; (2) most participants were likely to receive consistent service across the school year; (3) gains in mathematics achievement exceeded gains in reading achievement; (4) achievement gains in the lower grades tended to be better than achievement gains in the upper grades; and (5) the "achievement gap" between Chapter 1 participants and regular students appears to increase with age. Statistical data are presented in 2 tables and 17 graphs. (FMW)

ED 330 757 UD 027 992

Davis, William E.; McCaul, Edward J.
At-Risk Children and Youth: A Crisis in Our Schools and Society.
Maine Univ., Orono. Coll. of Education.
SPONS. AGENCY - Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.
PUB DATE - 90
NOTE - 114p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Disadvantaged Youth; *Educationally Disadvantaged; *Educational Needs; Elementary Secondary Education; *High Risk Students; Literature Reviews; Regular and Special Education Relationship; Research Needs; Social Problems; Socioeconomic Influences; *Special Needs Students; *Student Needs

This monograph presents a synthesis of current concerns and information relative to at-risk children. The report summarizes and discusses major issues concerning contemporary definitions of "at risk," the history of concern over at-risk children, general factors and conditions involved in placing children at risk, and contemporary issues regarding this population. The report is divided into 12 sections. Sections I through III contain a preface, an executive summary, and an introduction. Section IV presents at-risk definitions. Section V provides a historical perspective. Section VI discusses forces and factors that place students at risk. Section VII examines programming for at-risk needed for teaching in a way that aids integration and organization of knowledge can be taught to future teachers. Novices can be encouraged to make preactive decisions based on an overview of objectives rather than on a narrow focus. They can be taught to adapt their lessons to student behavior rather than blindly following their plans. The integrated approach used in this study fosters insights into decision making that will be useful to both experts and novices. (Author/JD)

ED 330 659 SP 032 971

Siegel, Donna Farrell; Scott, Charles
A Knowledge Base Framework: Procedures and Products.

PUB DATE - 90
NOTE - 92p.; An earlier version of this paper was presented at the Annual Meeting of the Oklahoma Association of Colleges of Teacher Education (Oklahoma City, OK, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Standards; Accreditation (Institutions); *Educational Objectives; Higher Education; *Long Range Planning; *Mission Statements; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS - *Knowledge Base for Teaching

This document provides the teacher education faculty with a list of tasks and procedures for adapting and completing a set of 10 standardized figures which should accurately depict the knowledge base of their institution's teacher education program, including its component programs (i.e., general education, professional education, and each specialty program) and courses of instruction. These 10 figures provide a uniform system for defining, documenting, and explaining the knowledge base for a nested, systems management, composite model. An explanation of each of the three models embodied in the composite model is provided. Appendixes include a set of 10 figures to be adapted and completed by the teacher education faculty, including examples of completed figures and the definition of terms and bibliographies associated with them, and 3 procedures checklists designed specifically to assist faculty in adapting and defining the 3 figures which document the knowledge base of each component program within the teacher education program. (Author/JD)

ED 330 660 SP 032 972

Bass, Randall V.; Bass, Jo Ann F.
Strategies for Recruiting Education Majors in the 1990's.

PUB DATE - 6 Apr 90
NOTE - 13p.; Paper presented at the Annual Meeting of the Arkansas Association of Colleges for Teacher Education (Little Rock, AR, April 6, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Education Majors; Elementary Secondary Education; Higher Education; *Institutional Advancement; *Public Relations; Scholarships; School Community Relationship; *Student Recruitment; *Teacher Education Programs

The prospective student's decision to choose an education major is influenced by a number of factors: prestige versus the perceived

Development; Educationally Disadvantaged; Educational Objectives; Elementary Education; *High Risk Students; *Middle Schools; Minimum Competency Testing; Public Schools; *Remedial Programs; *Student Development; Teaching Methods
IDENTIFIERS - Arkansas; Vilonia School District AR

A remediation approach developed by the Vilonia public schools (Arkansas) to remediate content/skill deficiencies in middle level students resulted from three conditions: state laws and regulations regarding minimum competency testing; more awareness of problems with at-risk students; and recognition of the need to reach students academically during middle school. Students in Vilonia's middle level remediation program are at-risk due to such factors as low basic skills, inclusion in low track classes, lack of parental involvement in schooling, low academic expectations of parents, teachers, and students themselves, and lack of leisure reading. They are not likely to make an adequate transition to desired types of adult lives. Under the program, these students are assigned to a regular classroom teacher experienced in reading and remediation efforts. Goals for them are: to receive an enriched curriculum with remediation and regular content; to maintain an academic (rather than behavioral) focus in the classroom; to enhance self-concept and increase self-expectations; to attain the appropriate stage of discipline; and to pass the state Minimum Performance Test, moving on to high school without tracking. (SM)

ED 330 680 SP 033 000

Wilcox, Sandra K.; And Others
The Role of a Learning Community in Changing Preservice Teachers' Knowledge and Beliefs about Mathematics Education. Research Report 91-1.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jan 91
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)
DESCRIPTORS - Beginning Teachers; Case Studies; *Collegiality; Cooperative Learning; *Educational Principles; Elementary Education; Higher Education; Interprofessional Relationship; *Mathematics Education; Preservice Teacher Education; *Problem Solving; *Teacher Education Curriculum; Teacher Role
IDENTIFIERS - *Experienced Teachers; *Reflective Teaching

This paper examines an intervention to change prospective elementary teachers' knowledge and beliefs about mathematics education. The intervention consisted of a sequence of mathematics courses, a methods course, and a curriculum seminar in which establishing a community of learners was a central feature. The concept of community embodies the following elements: (1) teaching and learning is collaborative; (2) different approaches to problem situations are valued; (3) responsibility for understanding is shared; and (4) authority for knowing is internal and collective. First the paper discusses the ways in which creating a learning community made a significant contribution to empowering prospective elementary teachers as learners of mathematics. Next it discusses implications of this intervention for teaching mathematics to children, providing brief case studies of two of their graduates in their first year of teaching to illustrate the complexity of connecting their own experiences as learners of mathematics to new visions of classrooms they might construct for services guidelines and few states were developing any related services guidelines. Litigation was not a major concern. Funding was the primary present and future concern of all respondents. Respondents did not agree on which services should be considered related services. The findings emphasize the need for further study of the issues connected with related services for special education students. Four tables and a matrix present the survey data. (SLD)

ED 330 700 TM 016 240

Elliott, Ron; Barcikowski, Robert
Causes of Multivariate Significance in a Multivariate Analysis of Variance.

PUB DATE - Oct 90
NOTE - 19p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (12th, Chicago, IL, October 17-19, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Discriminant Analysis; Educational Research; Equations (Mathematics); Mathematical Models; *Multivariate Analysis; *Statistical Significance
IDENTIFIERS - *Dependent Variables; *Univariate Analysis
Different ways that dependent variables can cause multivariate significance are illustrated. It is argued that univariate tests should not be used as follow-up procedures to identify the variables that can contribute to multivariate significance. Methods that can be used to determine the contributions individual variables make to multivariate significance are discussed. Two-group multivariate analysis of variance (MANOVA) with two dependent variables is described; a significant multivariate test under three conditions of univariate significance is considered: (1) with both dependent variables significant; (2) with one dependent variable significant; and (3) with both dependent variables not significant. The relationships among the variables in these conditions yield 11 different situations. The data illustrate: multivariate significance can be caused under a variety of relationships; it is improper to interpret univariate analysis of variance results to find the causes of multivariate significance. The use of discriminant analysis and stepwise discriminant analysis is demonstrated as a valuable tool in considering the contributions of dependent variables to multivariate significance. Three tables illustrate the 11 situations, and Appendix A details the process used to create each situation. (SLD)

ED 330 701 TM 016 253

Paulston, Rolland G.
Comparing Ways of Knowing across Inquiry Communities: Implications for Comparative Education.

PUB DATE - Mar 91
NOTE - 26p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Pittsburgh, PA, March 14-17, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)

ED 330 719 TM 016 308

Bergstrom, Betty A.; Lunz, Mary E.
Confidence in Pass/Fail Decisions for Computer Adaptive and Paper and Pencil Examinations.

PUB DATE - Apr 91
NOTE - 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adaptive Testing; Certification; Comparative Testing; *Computer Assisted Testing; Decision Making; Higher Education; *Item Response Theory; Licensing Examinations (Professions); Mastery Tests; *Medical Students; Medical Technologists; *Pass Fail Grading; Scoring; Test Length; Test Validity
IDENTIFIERS - *Confidence Intervals (Statistics); *Paper and Pencil Tests; Rasch Model

The level of confidence in pass/fail decisions obtained with computer adaptive tests (CATs) was compared to decisions based on paper-and-pencil tests. Subjects included 645 medical technology students from 238 educational programs across the country. The tests used in this study constituted part of the subjects' review for the certification examination. Examinees took a variable length CAT and two fixed-length paper-and-pencil tests. The CAT, which was based on a pool of 726 Rasch calibrated items, was designed to determine whether an examinee's estimated ability level is above or below a pre-established pass/fail point. Short and long paper-and-pencil tests were used, containing 109 items and 189 items, respectively, selected from the CAT pool of 726 items. Only 600 examinees participated in the long paper-and-pencil test. The CAT was stopped when the examinee measure was 1.3 times the error of measure above or below the pass/fail point (one tailed 90% confidence interval) or when a maximum test length was reached. Results show that greater confidence in the accuracy of pass/fail decisions is obtained for more examinees when the CAT implements a 90% confidence stopping rule than with paper-and-pencil tests of comparable length. Using a confidence interval stopping rule with a CAT allowed each examinee to take a minimum number of items and insures that pass/fail decisions are made with a high level of confidence. Two tables and four figures are included. (TJH)

ED 330 720 TM 016 310

Tushnet, Naida C.
The Policy Environment for New Teacher Support and Assessment in California.

PUB DATE - Apr 91
NOTE - 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Administrator Attitudes; *Beginning Teachers; Educational Environment; *Educational Policy; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Interviews; Legislators; Politics of Education; Secondary School Teachers; State Departments of

Edinburgh Univ. (Scotland). Centre for Educational Sociology.
PUB DATE - Mar 89
NOTE - 128p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Disadvantaged Environment; *Disadvantaged Schools; *Disadvantaged Youth; *Educational Attainment; Educationally Disadvantaged; Education Work Relationship; Elementary Secondary Education; *Family Influence; Foreign Countries; Longitudinal Studies; Poverty; Poverty Areas; Social Change; *Socioeconomic Influences
IDENTIFIERS - Multilevel Analysis; *Scotland

This report uses newly developed techniques of statistical analysis to assess the separate and joint influences of home, school, and neighborhood in Lothian (Scotland, United Kingdom) and to show that deprivation in each of these areas depresses young people's educational attainment. The results reported here come from the first phase of a two-phase study of the effects of deprivation on young people's lives. Phase 1 examines how far family, school, and neighborhood factors influence young people's transition into the labor market or higher education. The report addresses two related aspects of the problem. First, although it is well known that deprivation is not a single, unidimensional condition, research to date has been unable to assess the relative magnitude of different contributory factors. Using the new statistical technique of multilevel analysis, this report examines the influence of family, school, and neighborhood characteristics on a child's educational attainment. A better understanding of these discrete influences is seen as a means to a more efficient targeting of remedial policies. Second, the report examines how aspects of social change are affecting the nature of disadvantage itself. The paper includes statistical data in 27 charts and 29 tables, 3 appendixes, and a list of 31 references. (AF)

ED 330 739 UD 027 938

Chamberlain, Ed
Home, School, and Adult Instruction Component, Home-School-Community Agents Project. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Program Evaluation.
PUB DATE - Nov 90
NOTE - 47p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Adjustment (to Environment); *Behavior Problems; *Dropout Prevention; *Dropout Programs; *Family School Relationship; High Risk Students; High Schools; High School Students; Intermediate Grades; Middle Schools; Questionnaires; *School Community Relationship; Urban Schools
IDENTIFIERS - Columbus Public Schools OH; *Ohio (Columbus)

This evaluation of the 1989-90 Home-School-Community Agent (HSCA) Project in Columbus (Ohio) found mixed success. The role of the HSCA was to help disruptive pupils make positive adjustments to those elements in their lives that interfered with their success in school. Nineteen HSCAs were each assigned 60 "disruptive" students drawn from 11 middle schools and 8 high schools. Evaluation information for a sample of program participants was drawn from the following: (1) pretest-posttest scores on a measure of student attitudes and the probability of dropping out; (2) student background information; (3) student and staff surveys; (4) HSCA activity logs; and (5) evaluations of HSCA inservice training students. Section VIII explores the establishment of student at-risk programs at the local school level. Section IX discusses and examines implications of the following: (1) impact of changing demographics; (2) attitudes toward diversity; (3) value conflicts between student and school; (4) personnel preparation; (5) regular education-special education relationship; (6) future directions for research; (7) interface between school reform efforts and at-risk students; and (8) excellence versus equity. Section X offers new perspectives on the education of at-risk children and youth. Section XI contains 76 references and Section XII lists additional sources of information. (AF)

ED 330 758 UD 027 993

Catterall, James S.; Moody, David
Where Excellence and Preparedness Meet: Increased Course Requirements and At-Risk Students.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Nov 90
NOTE - 76p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Course Selection (Students); Educational Change; *Educational Quality; *Graduation Requirements; *High Risk Students; High Schools; High School Students; *Required Courses; Secondary School Mathematics; Social Studies; State Surveys; *Teacher Qualifications
IDENTIFIERS - *California; *Georgia

This study examines the effects of increased mathematics and social studies requirements for high school graduation on at-risk students. Information was analyzed from the following sources for five high schools in California and two high schools in Georgia: (1) teacher surveys; (2) student surveys; (3) interviews with administrators; (4) student transcripts; and (5) examination of course materials. The following findings are reported: (1) some schools responded to additional mathematics requirements by stretching a repetitive basic mathematics program over additional years; (2) some schools responded to additional mathematics and history requirements by eliminating basic sections of classes and integrating those students into the higher level classes; (3) some teachers reported great difficulty in teaching the integrated classes because of the wide spread of student abilities; (4) teacher qualifications tended to be inferior in the basic courses, increasing the likelihood that students who were required to take additional basic mathematics courses would be exposed to inferior teaching; and (5) the new state requirements had little effect on the overall pattern of student course-taking, with the exception of science courses in California. A list of 10 references, 11 graphs, and 93 tables presenting statistical data are appended. (FMW)

ED 330 759 UD 027 994

O'Neill, June
Work and Welfare in Massachusetts: An Evaluation of the ET Program. Pioneer Paper No. 3.
Pioneer Inst. for Public Policy Research, Boston, MA.
PUB DATE - 90
NOTE - 131p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from

difficulties of the job, the quality of the program offered, and the costs involved. A vigorous and sound public relations program is recommended. Suggestions are made for developing appealing and truthful outreach based on the benefits and rewards of choosing a major in education. Such methods as newsletters and news releases, college-sponsored activities to bring prospective students to campus, and faculty involvement in elementary and secondary schools are described. The importance of economic aid and scholarships is also discussed. Other recruitment efforts include faculty outreach, special programs for undecided majors, and effective introductory courses. Whatever techniques are used, the goal is to bring the best students possible into the teacher education program. (JD)

ED 330 661 SP 032 973

Bainer, Deborah L.
Classroom Skills for Effective Minority Teacher Education. Notes. Rough Draft.

PUB DATE - Feb 91
NOTE - 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 17-21, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Achievement; Cognitive Style; *Cultural Differences; Elementary Secondary Education; Ethnicity; Higher Education; *Instructional Improvement; *Minority Group Teachers; Multicultural Education; Student Characteristics; *Teacher Education Programs; *Teacher Educators; *Teacher Shortage; Teaching Methods

This paper seeks to: (1) identify why there are so few minority teacher candidates; (2) identify factors which tend to influence the academic success of minority preservice teachers; (3) identify factors under the control of teacher educators which may increase minority retention; and (4) make recommendations to facilitate change in teacher preparation programs with minority candidates. The following factors are identified: undereducation of minority children and youth in elementary and secondary schools; the increasing use of competency tests at the beginning or end of teacher education programs; inequity in teacher education programs--biased curriculum materials and unbalanced program content; ineffective teaching by university professors; different cultural backgrounds and learning styles; and the need for instruction to be delivered in cross-racial and cross-ethnic settings. Based on an understanding of these factors, recommendations for teacher educators are made. Teacher educators must: learn classroom skills for effective multicultural instruction; work with liberal arts faculty to enhance student achievement; encourage the development of bicultural teaching skills in minority students; assess and address the perceived needs of minority teacher candidates; and develop and display cognitive competencies for multicultural education. (JD)

ED 330 662 SP 032 974

Bliss, Leonard B.; Reck, Una Mae
PROFILE: An Instrument for Gathering Data in Teacher Socialization Studies.

PUB DATE - Feb 91

children. The report concludes with a set of questions addressed to mathematics educators attempting to reform mathematics education by reforming preservice teacher education. (Author/IAH)

ED 330 681 SP 033 001

Powell, Richard R.
The Development of Pedagogical Schemata in Alternative Preservice Teachers.

PUB DATE - Apr 91
NOTE - 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Alternative Teacher Certification; Cognitive Mapping; *Cognitive Structures; *Developmental Stages; Educational Innovation; Graduate Students; Higher Education; Nontraditional Education; *Preservice Teacher Education; *Schemata (Cognition); Secondary Education; Student Development; Student Teaching; *Theory Practice Relationship
IDENTIFIERS - Introspection

The growth and development of the pedagogical schemata of 16 midwestern preservice teachers in a graduate-level, secondary alternative certification program was studied by examining: (1) pedagogical knowledge comprising the schemata as the program began; (2) pedagogical knowledge comprising the schemata at the end of student teaching; and (3) trends and changes in the participants' pedagogical schemata as they interacted with the program. Subjects were guided by a conceptual framework of classroom decision making. They engaged in reflective activities (interdisciplinary seminars, journal writing, and concept mapping) and participated in coursework, a practicum, and student teaching. Data were collected throughout. Subjects showed four stages of pedagogical development (atheoretical, theoretical, integrated, and practical schemata). Results suggest the importance of: (1) having professional teacher preparation before entering the classroom; (2) helping preservice teachers construct an initial cognitive framework of theoretical knowledge early in their pedagogical development; and (3) offering alternative teacher education to help chart the growth of preservice teacher pedagogical knowledge over time. Three sources of knowledge were seen to contribute to pedagogical development of graduate-level preservice teachers: theoretical principles, practical knowledge and wisdom, and personal prior knowledge of teaching. A list of 31 references is included. (SM)

ED 330 682 SP 033 003

Stoddart, Trish, Ed.
Perspectives on Guided Practice. Technical Series 90-1.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Nov 90
NOTE - 78p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Beginning Teacher Induction; Beginning Teachers; *Clinical Supervision (of Teachers); Cooperating Teachers; *Educational Principles; Elementary Secondary Education; Higher

DESCRIPTORS - Comparative Analysis; *Comparative Education; Educational Sociology; *Epistemology; Higher Education; *Inquiry; International Education; Literature Reviews; *Social Science Research
IDENTIFIERS - *Knowledge Development

Exemplar texts of major intellectual communities in comparative education and social science discourse are examined in order to identify and compare defining characteristics in ways of knowing, credible knowledge, favored problems, metaphors, terms, and the like. The following communities are compared: positivist; dialectical materialist; critical theorist; interactionist; interpretivist; and poststructuralist/postmodernist. Convergent trends across communities are also identified by noting recent adaptations and new communities including, but not limited to, the following: (1) critical realist/neo-positivist; (2) feminist; (3) neo-functionalist; (4) neo-marxist; and (5) postmodern pragmatist. It is argued that, given the wide spectrum of ways of knowing and the growing pluralism in the social sciences, several recent attempts to reduce epistemological diversity in comparative education are noteworthy (i.e., the call for creation of a positivist orthodoxy, and its mirror image call for a holistic/interpretive orthodoxy). Because epistemology is most usefully viewed as a tool to deal with reality, scholars in comparative education may want to consider an ecumenical orientation that favors heterogenicity, open textuality, and tolerance for different ways of knowing. Three figures illustrate the discussion. A 210-item list of references is included. (SLD)

ED 330 702 TM 016 266

Gorman, Steven; Yu, Ching C.
Science Achievement and Home Environment: National Assessment of Educational Progress 1985-1986.

PUB DATE - Apr 90
NOTE - 97p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; Educational Attainment; *Family Environment; Family Involvement; *Grade 7; *Grade 11; High School Students; Junior High School Students; *National Surveys; Parent Background; Predictor Variables; Reading Habits; Science Tests; Secondary Education; Television Viewing; Test Results
IDENTIFIERS - Free Time; *National Assessment of Educational Progress; *Science Achievement

The relationship between student's home environment and achievement in science was examined using data from the 1985-86 National Assessment of Educational Progress, Science Assessment, for a nationally representative sample of American school age children in grades 7 and 11. Science achievement and background data were also collected for grade 3. The home environment variables included: (1) parent characteristics; (2) students' use of free time; (3) educational support of students at home; and (4) indicators of interest in reading at home. Mean sample sizes were 11,298 for grade 7 and 6,534 for grade 11. Eighteen tables are presented to relate these variables to science subscales (life science, physics, chemistry, earth and space sciences, and nature of science), while keeping race/ethnicity, gender, and type of school attended constant. The results support previous findings that the educational attainment of parents is related to the educational achievement of students. Data suggest that the more

Education; *State Officials; State Programs; Teacher Certification; *Teacher Evaluation
IDENTIFIERS - California Mentor Teacher Program; *California New Teacher Project; Interest Groups; Teacher Development Programs

Findings from 20 interviews conducted with individuals involved in the California New Teacher Project, which is administered by the California Department of Education and the Commission on Teacher Credentialing, are reported to assess the policy environment for new teacher support and assessment programs. The study was conducted by the Southwest Regional Laboratory (California). Persons interviewed included legislative staff, Department of Education staff, Department of Finance staff, representatives of educational interest groups, and policy analysts. Changes in the policy environment for new teacher support and assessment programs since the program began in the fall of 1988 are summarized. The interview process and subsequent analysis are also described. The open-ended interviews were tailored to deduce issues of concern to interviewees. Interviews ranged from 30 to 90 minutes, depending on the depth of the responses and the necessity for follow-up questions. The inductive analysis of interview notes illuminated the extent of support for the program, state funding, roles of local educational agencies and institutions of higher education, integration of the program into the state comprehensive staff development program and the California Mentor Teacher Program, licensure and tenure issues, and instruction of ethnolinguistically diverse students by predominantly Anglo teachers. (TJH)

ED 330 721 TM 016 314

Leahy, Peggy Ellen
Results of a Multi-Year Formative Evaluation for the "Writing to Read" Program in a Mid-Size Suburban School District. Revised.

PUB DATE - 23 Mar 91
NOTE - 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Testing; *Computer Assisted Instruction; *Elementary School Students; Elementary School Teachers; *Formative Evaluation; Grade 1; Grade 2; Longitudinal Studies; Parent Attitudes; Primary Education; Qualitative Research; *Reading Instruction; Sex Differences; Student Attitudes; Suburban Schools; Teacher Attitudes; *Writing Instruction
IDENTIFIERS - Comprehensive Tests of Basic Skills; *Writing to Read

Responses of first-grade students, parents, and teachers in elementary schools in one school district to the "Writing to Read" (WTR) program were assessed for a version of the program implemented in mid-sized suburban schools. The WTR program is an IBM computer-based instructional system designed to develop the writing and reading skills of kindergarten and first-grade students. The study also compared the results of a standardized test, the Comprehensive Test of Basic Skills (CTBS), for reading and language between WTR students and non-WTR students. The CTBS is routinely administered to second graders in the subject school district. Three of the nine elementary schools in the district were involved in the 1986-87 and 1987-88 WTR program, and two other schools were added during the 1988-89 school year. Data for 548 students (264 males and 284 females) in 1988-89 are provided. In addition to CTBS data, results were obtained from Competency Based Writing Samples, rated by teachers based on critical skills sessions. The following findings are reported: (1) less than 50 percent of the participants demonstrated improved attitudes and a lower probability of dropping out at the end of the program; (2) more than 50 percent of the participants demonstrated improvement in relation to the original reasons for their referral to the program; (3) the students and staff thought that the HSCA's role as liaison between the school, the home, and the community was important; and (4) HSCAs did not find most of the inservice training sessions to be helpful. Statistical data are presented in 16 tables. Six tables of statistical data illustrating dropout probabilities by grade, and copies of seven evaluation instruments are appended. (FMW)

ED 330 740 UD 027 939

Five Million Children: A Statistical Profile of Our Poorest Young Citizens. Report Summary.
Columbia Univ., New York, NY. National Center for Children in Poverty.
PUB DATE - 90
NOTE - 17p.; For the full report, see UD 027 940.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)
DESCRIPTORS - At Risk Persons; *Childhood Needs; *Child Welfare; Economically Disadvantaged; *Family Problems; *Low Income Groups; Minority Group Children; Parent Education; Poverty; Preschool Education; *Young Children
IDENTIFIERS - *Research Summaries

This document summarizes a statistical profile that focuses on the needs and problems of poor young children and their families and suggests steps to improve their lives. Information was drawn from primary and secondary analyses of statistical data from 1987. The following findings are included: (1) nearly one out of every four children under 6 years of age lives in poverty; (2) young minority group children under 6 years of age are much more likely to be poor than white children; (3) child poverty rates are highest in central cities; (4) many children are homeless because of the lack of affordable housing; (5) young children under 6 living with single mothers are much more likely to be poor than those living with two parents; (6) the parents' educational attainment is closely related to child poverty; (7) full-time employment does not guarantee that families will not be poor; (8) fewer than one-third of all poor children live in families that rely exclusively on welfare; and (9) poor young children are at risk of impaired health, school failure, dropout, delinquency, early childbearing, and adult poverty. Poor families need the following: (1) access to health and nutrition services, early childhood care and education, and affordable housing; (2) economic supports to help prevent them from becoming poor; (3) help for poor young parents to assume parenting responsibilities and prepare for employment in today's demanding labor force; and (4) welfare reform initiatives that include work with adequate pay. A four-item bibliography is appended. (FMW)

ED 330 741 UD 027 940

Five Million Children: A Statistical Profile of Our Poorest Young Citizens. Data Sourcebook.
Columbia Univ., New York, NY. National Center for Children in Poverty.
PUB DATE - 90

EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Cost Effectiveness; *Day Care; *Employment Programs; *Job Training; Mothers; One Parent Family; Program Evaluation; State Programs; *Welfare Recipients; *Welfare Services
IDENTIFIERS - *Massachusetts

This evaluation of Massachusett's Employment and Training Choices (ET) program indicates that instead of saving taxpayers money, the program has been costly and has contributed little or nothing to reduce the state's welfare caseload. ET offers welfare recipients a wide variety of employment services, including career planning and job search, training in basic skills and job skills, and child care. Program expenditures in 1988 were considerably higher than in other states offering employment and training programs. Two statistical analyses were used to examine program effects on the welfare caseload and the work and welfare participation of single mothers, the program's target population. The following key findings are included: (1) no significant reduction occurred in the caseload; (2) work participation among single mothers did not increase; and (3) possible recovery of only 13 percent of program costs. The following recommendations are made: (1) shift focus away from maximizing numbers of job placements at priority wages toward assisting inexperienced and difficult-to-place workers by modifying the reward structure for contractors and eliminating the wage floor for priority jobs; (2) make participation mandatory; and (3) shift emphasis from high-cost formal day care to more flexible and lower-cost alternatives that could be made available to a larger number of working mothers. Statistical data are appended in 28 tables and 3 graphs. A 54-item bibliography, a glossary, and 6 tables of statistical data are appended. (FMW)

ED 330 760 UD 027 998

School/Community Helping Hands Project. Executive Summary.
Wake County Public School System, Raleigh, N.C.
PUB DATE - 89
NOTE - 12p.; For full report, see UD 027 999.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Blacks; Cooperative Programs; Elementary Education; Elementary School Students; *High Risk Students; *Males; Mentors; Pilot Projects; Program Evaluation; *Role Models; *School Community Relationship; *Teacher Student Relationship

This document summarizes the evaluation of a pilot project in Wake County (North Carolina) to improve the achievement of at-risk black male students in grades 6-8 by linking them with supportive black adult-male role models from both the school and the community. The project is designed to overcome the following developmental barriers: (1) lack of a male role model; (2) confused relationships with females; (3) low school involvement; and (4) poor skills development. Students are targeted on the basis of declining achievement test scores, but they must demonstrate potential for academic success and the personal strength to resist negative influences. Each student is matched with a "personal model," a black male educator who develops a plan to improve the student's school work in cooperation with the student's parents and teachers, and a "community model," an employed black male who focuses on developing peer relationships, success at school, and leadership. The following evaluation results are reported: (1) 88 percent of the participants maintained enrollment and regular attendance in the program; (2) 87 percent of the participants maintained or improved their conduct; (3) 88 percent of the participants identified and met one

NOTE - 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 13-16, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Beginning Teachers; *Career Choice; Educational Environment; Elementary Secondary Education; Higher Education; *Measures (Individuals); Preservice Teacher Education; *Profiles; *Social Influences; *Socialization; Student Teachers; Teacher Orientation

Teacher socialization begins much earlier than the moment the novice teacher enters the classroom for the first time. Contemporary theory suggests that this socialization may begin in infancy or early childhood and progress through the preservice teacher education experience. In order to observe the effects of the school environment on novice teachers, baseline data must be obtained from them between the time they complete their preservice training and the time they begin their professional activities. This paper describes a profile data collection instrument designed to gather the baseline data (information about the novice teacher's demographic and socioeconomic status, factors influencing the career decision, professional activities during preservice teaching, teaching experience before beginning in-service work, perceived importance of professional sources of knowledge, and confidence in teaching abilities). A copy of the profile instrument is attached. (JD)

ED 330 663 SP 032 975

McMillin, Cynthia J.; Newman, Isadore
Selected Elements of Effective Teaching: Testing Their Practicality as Differentially Perceived by Ohio's Elementary Teachers.

PUB DATE - Feb 91
NOTE - 27p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Boston, MA, February 13-16, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Administrator Attitudes; *Classroom Environment; *Classroom Techniques; Demography; Elementary Education; *Elementary School Teachers; Principals; *Questioning Techniques; Questionnaires; *Teacher Attitudes; *Teacher Effectiveness; Teaching Methods; Teaching Styles
IDENTIFIERS - Ohio

A study compared teachers' and principals' perceptions of six elements of effective teaching: classroom climate, questioning, set induction, stimulus variation, reinforcement, and closure. The part of the study reported here focuses on elementary teachers' written ratings and rankings of the six elements. The sample for the study was comprised of 413 elementary teachers in Ohio; of this sample, a total of 307 responded to an instrument utilizing a value rating scale constructed in a written questionnaire format. The research questions pursued in the study were: (1) Is there a relationship between demographic variables and teachers' values rating of the six elements? (2) Were certain elements viewed as more important and what were the teachers' priorities? (3) Is there a relationship between demographic variables and the

Education; *Interprofessional Relationship; *Mentors; Practicums; Student Teachers; Teacher Education
IDENTIFIERS - *Experienced Teachers; *Reflective Teaching

The guiding of novices by experienced teachers is a principal component of the practicum in university-based teacher education programs, alternative routes to teacher certification, and programs of teacher induction and professional development. Novices learn by watching an expert teach and by being in turn observed and then receiving feedback on and support for their own instructional practice. There is, however, little information available about the processes involved in clinical supervision or mentoring. This report uses postobservation conferences between experienced teachers and novice teachers to begin to analyze the guided practicum experience. Six teacher educators discuss three practicum conferences and ask "What is being taught? What is being learned?" These analyses reveal differences in the way experienced teachers interact with novices, how they focus the conference, and how well they engage novices in reflecting on their practice. In the course of the analysis each of the teacher educators explains his/her individual perspectives on the role of guided practice in learning to teach. (Author/IAH)

ED 330 683 SP 033 004

Makedon, Alexander
Is Teaching a Science or an Art?

PUB DATE - 10 Nov 90
NOTE - 19p.; Paper presented at the Annual Conference of the Midwest Philosophy of Education Society (Chicago, IL, November 10, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Art; Classroom Environment; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Learning Strategies; *Sciences; *Teacher Attitudes; *Teaching (Occupation); *Teaching Styles

A discussion of whether teaching is a science, an art, or both, and the extent to which it is either and why, is presented in this paper. Teaching-as-a-science (TAS) and teaching-as-an-art (TAA) are not specific teaching methods but rather two different ways to find teaching methods. Whether students learn as a result of the teacher's scientific or artistic attitude rather than how students learn is the focus of the discussion. The paper offers analyses of the following: the terms "art" and "science" in language; whether TAA and TAS are desirable; definitions of teaching; definitions of art and science; TAA and TAS compared; the logic of science; the role of rules (rules make science, but rules may be subject to creative redesign by the artist); and the politics of TAA and TAS. Whether teaching is an art or a science depends on the definition of teaching adopted and how the goals of teaching are perceived. (SM)

ED 330 684 SP 033 005

Coladarci, Theodore; Breton, William A.
Teacher Efficacy, Supervision, and the Special Education Resource-Room Teacher.

PUB DATE - 91
NOTE - 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-6, 1991).
LANGUAGE - English

television that White students view, the lower their science achievement; this finding was not true for Black and Hispanic students. Problems with the use of some of the background questions are identified. It is concluded that the percentage correct metric is not sensitive enough to compare the relationship of several variables to performance on the science assessment. Eight figures illustrate the discussion. (SLD)

ED 330 703 TM 016 269

Bond, Frances T.
Methods and Instruments Used To Conduct Follow-Up Studies of Teacher Education Graduates.

PUB DATE - Feb 90
NOTE - 30p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (14th, Clearwater, FL, February 14-17, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PU3 TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Beginning Teachers; College Graduates; Data Collection; Education Majors; Elementary Secondary Education; *Followup Studies; *Graduate Surveys; Higher Education; *Measurement Techniques; Questionnaires; *Research Methodology; Sampling; *Teacher Education Programs

Methods and instruments used by teacher preparation institutions in conducting graduate follow-up studies were investigated, and an effort was made to determine the institutions' satisfaction with the methodology and results of their current follow-up procedures. A survey instrument was constructed that addressed eight questions related to follow-up studies: (1) the frequency of follow-up studies of an institution's teacher education graduates; (2) sampling procedures; (3) who conducted the follow-up studies; (4) data collection methods; (5) to whom results were reported; (6) the institution's assessment of its follow-up practices; (7) other groups contacted during follow-up regarding each graduate's teaching performance; and (8) anticipated changes in follow-up procedures. Responses were received from 47 (67%) of the 70 institutions that were contacted. All respondents conducted follow-up studies of graduates; 51% had an annual follow-up of first-year graduates. Ninety-five percent contacted all graduates at some point. Thirty-one percent of the respondents were satisfied with current procedures. Questionnaires or surveys were used by 63% of the respondents. The data derived from questionnaires or surveys were more likely to be considered unsatisfactory than those collected through interviews, visits, or telephone contacts. Several respondents detailed changes they expected to make in their procedures. Questionnaires and surveys will continue to be used, but may require revisions to obtain better feedback. Four tables and a 6-page response sheet present study data. (SLD)

ED 330 704 TM 016 270

Johannesson, Ingolfur A.
The Formation of Educational Reform as a Social Field in Iceland in the 1970s and the 1980s: Legitimating Principles and the Social Strategies of Epistemic Individuals.

PUB DATE - Apr 91
NOTE - 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

specifications. Results indicate that in the areas of word attack, vocabulary, reading comprehension, and spelling, WTR students outperformed non-WTR students. Further examination indicated differences in achievement based on sex for WTR as well as non-WTR students. Five data tables are included. (TJH)

ED 330 722 TM 016 318

Lunz, Mary E.; And Others
The Effect of Review on Student Ability and Test Efficiency for Computer Adaptive Tests.

PUB DATE - Apr 91
NOTE - 19p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education (Chicago, IL, April 3-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Ability; *Adaptive Testing; Certification; Comparative Testing; *Computer Assisted Testing; *Item Response Theory; Mastery Tests; *Medical Students; Pass Fail Grading; *Review (Reexamination); Test Validity
IDENTIFIERS - Rasch Model

This paper explores the effect of reviewing items and altering responses on the efficiency of computer adaptive tests (CATs) and the resultant ability measures of examinees. Subjects included 712 medical students: 220 subjects were randomly assigned to the review condition; 492 were randomly assigned to a review control condition (the usual CAT administration method). The test, designed to establish student ability above or below a pass/fail point, included items from a pool of 726 Rasch calibrated items. Subjects in the review condition were instructed to answer each item when presented, but were allowed to review and alter responses at the end of the test. Subjects in the control condition were not permitted to review and alter responses. Student ability measures before and after review were correlated at 0.98. The average efficiency of the test was decreased by 1% after review. About 32% of the students improved slightly after review, but did not change their pass/fail status. These data do not support prohibition of review on CATs administered under these rules. Results indicate that the students allowed to review performed significantly, if slightly, better than did control students. Three tables are included. (TJH)

ED 330 723 TM 016 323

Klein, Gerald A.
A State Level Model for Educational Improvement: "Using the Concept Paper Approach for Developmental Projects".

PUB DATE - Apr 91
NOTE - 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Concept Formation; *Developmental Programs; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Interrater Reliability; Models; *Proposal Writing; Rural Schools; *State Programs; Technical Assistance; *Technical Writing; Urban Schools

NOTE - 67p.; For a report summary, see UD 027 939.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - At Risk Persons; Census Figures; *Childhood Needs; *Child Welfare; Economically Disadvantaged; *Family Characteristics; Family Financial Resources; Health Needs; *Individual Characteristics; Parent Background; Poverty; Preschool Education; Racial Composition; *Young Children
IDENTIFIERS - *Current Population Survey

This sourcebook provides researchers and other interested professionals with 50 tables of statistical data supporting the findings of a 1990 report on the needs and problems of poor young children and their families. Information was drawn from primary and secondary analyses of 1987 statistical data in national databases, as well as both published and unpublished reports. Most of the statistical data were drawn from the 1988 March Supplement to the Current Population Survey (CPS). The tables are grouped in the following categories, which follow the arrangement of the original report: (1) age (children under six years of age) and poverty; (2) racial distribution; (3) geographic distribution; (4) family characteristics; (5) parental education; (6) parental employment; (7) family income; (8) health status; (9) health insurance; and (10) child care and education. The statistical data presented are as valid and reliable as the sources from which they were drawn and should be used and quoted with caution. (FMW)

ED 330 742 UD 027 941

Miller, Ronald C.
E.C.I.A. Chapter 1, Part B, Institutionalized Facilities Program, 1989-90. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE - Aug 90
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - After School Programs; Compensatory Education; *Daily Living Skills; Elementary Secondary Education; Institutional Schools; Prevocational Education; Program Effectiveness; Program Evaluation; *Remedial Programs; *Special Needs Students; *Supplementary Education; *Vocational Education
IDENTIFIERS - Education Consolidation Improvement Act Chapter 1; *Institutionalized Facilities Program NY; New York City Board of Education

This report evaluates a program funded under the Educational Consolidation and Improvement Act (ECIA), Chapter 1, Part B, in New York (New York). The Program for Neglected and Delinquent Children, District 75/Citywide Institutionalized Facilities Program provides after-school supplementary instruction in prevocational skills, activities of daily living, and academic remediation to students who reside in group homes and institutions for the delinquent and neglected throughout the five boroughs of New York City. Sponsored by the Division of Special Education (DSE) of the New York City Board of Education, the program is designed to prepare students for independent living and social and economic success once they leave their institutions. This evaluation of the 1989-90 program indicates that it successfully delivered effective supplementary education in vocational, daily living, and remedial academic skills to neglected and delinquent children and adolescents in institutional residences. The pupil or more behavior and/or performance goals weekly; (4) 95 percent of the participants improved their school attendance; and (5) 65 percent of the participants maintained or improved their academic performance. Statistical data are presented in one graph. Brief profiles of three participants are appended. (FMW)

ED 330 761 UD 027 999

School/Community Helping Hands Project: A Plan to Combat Negative Influences on Black Male Youth.
Wake County Public School System, Raleigh, N.C.
PUB DATE - 89
NOTE - 25p.; Separate "Executive Summary" of project is appended.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Blacks; Cooperative Programs; *High Risk Students; Junior High Schools; Junior High School Students; *Males; Mentors; Pilot Projects; Program Evaluation; *Role Models; *School Community Relationship; *Teacher Student Relationship

This document evaluates a pilot project in Wake County (North Carolina) to improve the achievement of at-risk black male students in grades 6-8 by linking them with supportive black adult-male role models from both the school and the community. The project is designed to overcome the following developmental barriers: (1) lack of a male role model; (2) confused relationships with females; (3) low school involvement; and (4) poor skills development. Students are targeted on the basis of declining achievement test scores, but they must demonstrate potential for academic success and the personal strength to resist negative influences. Each student is matched with a "personal model," a black male educator who develops a plan to improve the student's school work in cooperation with the student's parents and teachers, and a "community model," an employed black male who focuses on developing peer relationships, success at school, and leadership. The following evaluation results are reported: (1) 88 percent of the participants maintained enrollment and regular attendance in the program; (2) 87 percent of the participants maintained or improved their conduct; (3) 88 percent of the participants identified and met one or more behavior and/or performance goals weekly; (4) 95 percent of the participants improved their school attendance; and (5) 65 percent of the participants maintained or improved their academic performance. Brief profiles of five participants and a participant identification form are appended. (FMW)

ED 330 762 UD 028 000

Theel, Ronald K., Ed.
Planning for Multicultural Education at the Elementary and Middle School Levels.
Syracuse City School District, N.Y.
PUB DATE - 90
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Cultural Differences; *Curriculum Development; Elementary Education; *Elementary School Curriculum; *Equal Education; Integrated Curriculum; *Middle Schools; *Multicultural Education; Urban Schools
IDENTIFIERS - *Syracuse City Schools NY

The Syracuse City School District recognizes that infusing the priority ranking of these elements? (4) Do teachers perceive their training to be consistent with identification of perceived needs of each element? (5) is there a relationship between the demographic variables and the teachers' training; and (6) How do elementary teachers' value ratings of the six elements compare with principals' ratings? An analysis of the data indicates that the teachers consider the time invested in the implementation of the elements beneficial to their teaching strategies. Conclusions are drawn for teacher education programs, supervisors, and professional development programs. A copy of the questionnaire is appended. (JD)

ED 330 664 SP 032 976

Chun, Joyce; And Others
A Partnership for Enhancing the Effectiveness of Cooperating Teachers in Hawaii.

PUB DATE - 19 Feb 91
NOTE - 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Agency Cooperation; *College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Schools of Education; State Departments of Education; Student Teachers; *Supervisory Training; Teacher Associations; *Teacher Effectiveness
IDENTIFIERS - *Hawaii

Research has shown that the cooperating teacher plays the most vital role in the development of a student teacher. Accordingly, the Division of Field Services of the College of Education at the University of Hawaii has formed a partnership with the Hawaii State Department of Education, the National Education Association, the Hawaii State Teachers Association (teachers' union), and the University of Hawaii Professional Assembly (faculty union) to create a comprehensive program for improving the teaching and supervisory skills of cooperating teachers. The major components of the program include: (1) faculty retreats; (2) a cooperating teachers advisory committee; (3) stipends for cooperating teachers and observation participation host teachers; (4) a cooperating teacher orientation conference; (5) a cooperating teachers handbook; (6) supervision courses for cooperating teachers and host teachers; (7) workshops sponsored by the Association of Teacher Educators of Hawaii; (8) evaluations of cooperating teachers by student teachers; (9) mid-semester cooperating teachers seminars; and (10) a needs assessment of cooperating teachers. This paper describes how the partnership was formed and explains each component of the cooperating teacher program. (JD)

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Test, Questionnaires, Evaluation Instruments (160), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Elementary Secondary Education; Evaluation Criteria; Questionnaires; Resource Room Programs; *Resource Teachers; Self Evaluation (Individuals); *Special Education Teachers; *Teacher Effectiveness; *Teacher Supervision; Test Validity
IDENTIFIERS - Maine; *Teacher Efficacy Scale

The primary purposes of this study were to establish the validity of the Gibson and Dembo (1984) teacher efficacy scale (modified for use by resource-room teachers) and to examine the association between resource-room teacher efficacy and the reported frequency and utility of the instructional supervision these teachers received. The 580 Maine resource teachers who participated completed a survey rating teacher efficacy (personal and general) and the frequency and utility of supervision they received. Results indicate that the perceived utility of supervision, not its frequency, significantly predicted teacher efficacy in this group. That is, teachers who felt their supervision was "helpful" tended to report a higher sense of teacher efficacy than those who reported less positive views of the supervision they received. This finding held irrespective of sex, age, or job satisfaction, each of which significantly and positively predicted teacher efficacy in its own right. Two tables provide descriptive statistics and the multiple regression analysis. A modified 30-item teacher efficacy scale is appended. (SM)

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Change Strategies; *Educational Change; Educational Improvement; Educational Theories; Educational Trends; Elementary Education; Epistemology; *Foreign Countries; School Restructuring; *Social Science Research
IDENTIFIERS - *Iceland

Reform in elementary education in Iceland during the last 25 years is discussed in the context of the conceptual framework developed by Pierre Bourdieu. The reform that started in the 1960's provides an opportunity to examine the usefulness of Bourdieu's concepts of legitimating principles that are historically and socially constructed and social strategies that convert discursive themes into symbolic capital. In Iceland, reform challenged the prereform tradition in many ways, particularly in advocating scientific curriculum strategies, progressive pedagogy, and developmental psychology. Bourdieu's concepts of the "habitus," a durable principle of regulated improvisations that produces social strategies, and his idea of epistemic individuals who shape and are shaped by events are illustrated by Icelandic educational reform efforts. Educational theory had not existed in Iceland prior to the reform effort; there was no Icelandic educational theory habitus before the reform. The social strategies needed to make political advances for educational reform were especially unpredictable. The three spectra of legitimating principles of discursive themes operating in the social field of educational reform were: (1) reform versus the prereform spectrum; (2) the reform spectrum with its technological and progressive poles; and (3) traditional academic capital versus curriculum theory capital. A 68-item list of references is included. (SLD)

IDENTIFIERS - *Concept Paper Approach; *Georgia

In an effort to improve the management of the Georgia Department of Education innovation program, a concept paper process for selecting developmental projects was implemented in January of 1989. The first effort, in January of 1989, yielded 48 papers; the second effort, in November of 1990, yielded 56 papers. For the Novemeber effort, funding was provided for seven of the 56 projects proposed: two were urban projects, and five were rural projects. Rural schools more frequently submitted concept papers than urban schools: 47 of the 56 papers were from rural schools. Before inception of the concept paper, urban schools submitted the majority of the funded proposals. Once a concept proposal is accepted, the full plan is developed with planning resource assistance. Resources include consultants in project organization, program content, and evaluation. Concept papers must respond to one or more of the statewide priorities established each year by the State Strategic Planning Committee. Concept papers, which can be no longer than five pages, are based on seven essential elements and are reviewed, based on 11 criteria, by a four-member panel. Compared to the previous proposal review process, the concept paper approach has resulted in more projects being funded. Problems of interrater reliability across panel reviewers are addressed. One table is included. (TJH)

achievement objective of at least 80 percent mastery of attempted objectives was attained by 92.5 percent of the population served, well above the goal of 80 percent of the students. The report presents seven recommendations and includes statistical data in six tables. (AF)

ED 330 743 UD 027 961

LaRose, Robert
"Yes, Inc." Formative Evaluation. Final Report.
ELRA Group, East Lansing, MI.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Jul 82
NOTE - 145p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Career Awareness; Educational Objectives; *Educational Television; Education Work Relationship; Elementary Education; *Employment Potential; *Formative Evaluation; Inner City; Intermediate Grades; Interviews; Junior High Schools; *Minority Group Children; *Program Development; Urban Areas
IDENTIFIERS - *California (Los Angeles)

This is the final report on formative research for the "Yes, Inc." series, a production of KCET, Channel 28, in Los Angeles (California), with a grant from the U.S. Department of Education under the Emergency School Aid Act. "Yes, Inc." is a series of six programs intended for inner-city minority youth in grades six to eight. The overall goal of the series is to increase the employability and the career awareness of urban minority youth. The goal of formative evaluation for "Yes, Inc." was to provide program developers with decision-oriented feedback at three critical stages in the creation of the series. The phases of the evaluation were the following: (1) concept testing, which provided information about the entry-level career knowledge of the target audience and their media preferences; (2) script testing, which was a qualitative and quantitative assessment of the appeal and effectiveness of the first draft script; and (3) pilot testing, which was a formal assessment of the appeal and educational effectiveness of the series pilot, using a multicity sample of inner-city youth. The report includes introductory, methods, and results sections. Appendixes include the evaluation questionnaire, interview summaries, and specimens of the raw data obtained from respondents. (AF)

curriculum with multicultural education is essential to equal educational outcomes. The following recommendations for the elementary level are made: (1) every curriculum area should be taught with a multicultural perspective; (2) field trips should be organized to expose students to culturally diverse experiences; (3) assemblies should be organized around multicultural themes; (4) multicultural classroom materials should be designed focusing on cognitive and affective domains; (5) cooperative learning should be used; (6) literature should represent multicultural perspectives and experiences; and (7) self-directed free play and structured games should be encouraged. The following recommendations for the middle schools are made: (1) multicultural education should be integrated into the total school program through an interdisciplinary approach; (2) curricular focuses should include the development of critical thinking skills; (3) multicultural classroom materials should be designed focusing on cognitive and affective domains; (4) materials, activities, and experiences should be varied; (5) cooperative learning groups and peer tutoring should be used; (6) a home-based guidance program should provide positive role models; (7) a mentor program should use community members with culturally diverse backgrounds; and (8) teaching strategies should reflect the learning styles of students from diverse cultures. Statistical data in four graphs are appended. (FMW)

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